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THE EDUCATIONAL FIELD STUDY--ITS DEVELOPMENT
AND ROLE IN ILLINOIS

Ruth Anna Buesking

In Partial Fulfillment for the Degree,
Master of Science in Education
August, 1956

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Ruth Anna Buesking

THE EDUCATIONAL FIELD STUDY—ITS DEVELOPMENT
AND ROLE IN ILLINOIS

Introduction

St. Augustine, writing in the fourth century, said, "The world is a book and those who do not travel read only one page." If travel were important in those days, then it should be even more important in our modern air-age, when places of interest are only a few minutes or a few hours distant. It seems that teachers especially, have much to gain from travel. The children in the classroom will listen eagerly to the stories which the teacher can relate from his first-hand travel experiences.

The purpose of this paper is to point out the importance of the educational field study and to trace its development and scope in Illinois. Travel courses have become extremely important in the past few years as evidenced by the numerous articles published in recent periodicals.

Nancy Jean Wilcox, for her Doctor's paper, made a survey of educational travel courses offered from 1946 through 1951, in which elementary and secondary teachers could participate. This survey provided information on various methods of preparation, organization, instruction and evaluation of educational travel courses. It was the first survey of travel-study activities known to have been published since 1938.¹

1. Nancy Jean Wilcox, Educational Travel Courses for Teachers, (Dansville, New York: F. A. Owen Publishing Company, 1953).

More recently, in the fall of 1955, the Division of Off-Campus Instruction of Utah State Agricultural College prepared and mailed a brief questionnaire concerned with travel courses. The purpose of the questionnaire was to determine the policies and practices of other colleges in offering credit for travel. Results showed that twenty-six of the 89 institutions, which responded to the questionnaire, were offering credit for travel tours in the United States or foreign countries or both. A large majority of the study tours in foreign countries were in Europe and a few were in Mexico and Cuba. It was believed that a large majority of persons who enrolled in such tours were teachers interested in professional growth, or for credit toward a bachelor's or master's degree.²

Paul Kinsel, Director of the Travel Division of the National Education Association wrote: "It [travel education] is a field that is in need of study because of the rapidly increasing attention given to educational travel in the preparation of teachers and because so little has been done in the field."³

A. B. Roberts, Audio-Visual Director at Western Illinois State College encouraged: "I think your topic is one worthy of your time, as well as your study, and I am sure that it will be a worthwhile contribution to the field of education."⁴

2. Utah State Agricultural College, A Brief Survey of Prevailing Practices in Colleges for Granting Credit for Travel Tours, February, 1956.

3. Personal letter to the author, dated July 20, 1955.

4. Personal letter, dated February 1, 1956.

In August, 1954, and again in 1955, I participated in the Prairie State Field Study Tour from Eastern Illinois State College. In addition to actual participation in these two trips, I worked part-time in the Geography Department during the time when many of the details of preparation for five trips were being made.

Because of my personal knowledge and interest in recent travel courses at Eastern, I felt that this paper might especially emphasize the development of the field study program at Eastern Illinois State College, Charleston, Illinois. In addition I have attempted to show the values which Eastern's field trippers have derived from this method of study, as evidenced from the replies to a questionnaire which was mailed to them.

Development of the Prairie State Field Study Program

The travel education program in Illinois had its beginning in 1926. In that year Dr. Robert G. Buzzard, head of the geography department at Illinois State Normal University, inaugurated the "Red Bird" field studies.

This first field study in Illinois was a bus tour of 2200 miles through the state of Illinois under the direction of Dr. Buzzard and his assistant, Mable Crompton. Camping equipment was carried and the morning and evening meals were served by a camp chef. The trip was for college credit and consisted of "15 days of field work studying the geographic conditions of Illinois together with a detailed written report involving the summary of the study."⁵

Students received mimeographed study-sheets on which they wrote their observations during the day. Each evening a group session was held to review and discuss what the students had seen and studied.⁶

The purpose of the trip was "to study the occupations and industries of Illinois and endeavor to discover their relation to topography, soil, climatic conditions, vegetation, animal life, transportation and market facilities."⁷

The forty members of that first trip were enthusiastic about their new educational experience and some of them, sitting

5. Newspaper clipping of The Sunday Bulletin (Normal, Illinois) July 18, 1926, loaned to the author by President Robert G. Buzzard.

6. Ibid.

7. Ibid.

around the campfire one evening, dreamed of similar experiences in a trip to the East the following summer.⁸

Dr. Buzzard began making plans for a repeat of the 1926 trip through Illinois in the summer of 1927. He went to the president of the college and explained that students' responses to such a trip were not enthusiastic. The president asked why and Dr. Buzzard replied that they wanted to go East. The president gave an approval to such an idea and the plans were changed. One bus headed for Boston and many of the field trippers were thrilled with their view of the mountains and the ocean.⁹

The "Red Bird" geography tour to the east was repeated with little change in 1928, 1929, 1930, and 1931. These trips extended for a period of about 4 weeks and covered a distance of approximately 4,000 miles.¹⁰

In 1932, Normal's diamond jubilee year, the seventh of Normal's geography study tours turned to the west.¹¹ The first western trip, which was lengthened to six weeks of travel time, took field trippers through fourteen states and into Mexico. Enroute they saw the Badlands, the Black Hills, Yellowstone National Park, Crater Lake, Sequoia National Park, Catalina Island, Imperial Valley, the Grand Canyon, the Petrified Forest, and the Ozarks.¹²

8. Interview with President Buzzard, February 25, 1956.

9. Ibid.

10. Scrapbook of Normal's field study bulletins made by Dr. H. O. Lathrop, loaned to the author by Dr. A. W. Watterson, now head of the Geography Department at I. S. N. U., Normal, Ill.

11. Bulletin describing Normal's 1932 trip, included in scrapbook.

12. Ibid.

The last of the Red Bird tours to be led by Dr. Buzzard was another eastern trip in 1933. This trip was approximately six weeks in length and was extended to include visits in Maine and the old French City of Quebec.

In the fall of 1933, Dr. Buzzard left his duties as head of the Geography Department at Normal to assume the position as president of Eastern Illinois State College.

The following summer, President Buzzard and three members of the Social Science Department, made a trip through southern Indiana and Kentucky, visiting places of historic interest, and making plans for student field trips to the area.¹³ President Buzzard felt that because of Charleston's location on the Lincoln Memorial Highway, field trips to Lincoln's birthplace and early home would be a good starting point for travel courses at Eastern.¹⁴

The first field trips at Eastern were conducted in 1935. The first of these was an all-day trip to Springfield, following the Lincoln Memorial Highway through Decatur to Springfield. It included a visit to Old Salem State Park, Ann Rutledge's grave, Lincoln's home in Springfield, and the State Historical Library where the Lincoln collection was seen.¹⁵ The second trip took members of the excursion into Indiana and Kentucky. President Buzzard was personally in charge of this excursion.

13. Charles H. Coleman, Eastern Illinois State College, Fifty Years of Public Service (Charleston: Eastern Illinois State College, 1950), p. 205.

14. Interview with President Buzzard.

15. Teachers College News, July 9, 1935, p. 1.

The group left early on a Saturday morning. The first stop was at Vincennes where they visited the George Rogers Clark Memorial and the Vincennes Cathedral. Other scenes visited that day included the Nancy Hanks State Park, a ferry trip across the Ohio River, and Hodgenville, Kentucky, the birthplace of Lincoln. The night was spent at Bardstown, where the "Old Kentucky Home" is located. The group returned to Charleston on Sunday night.¹⁶

Plans were made for six week-end excursions for study in history and geography in Illinois and nearby states during the summer term of 1936. These plans were abandoned, apparently because of lack of interest among students.¹⁷

A school bus was purchased in the fall of 1936. That purchase gave the field trip directors the hope that a reduction in cost might induce more summer school students to take the educational trips.¹⁸

The first Teachers College News of the 1937 summer term announced that the first one of seven tours planned by the social science and geography departments had been dropped because of lack of interest. The cancelled trip was to have followed the Lincoln trail to New Salem. Dr. Coleman expressed the hope that the second of the trips, to Indiana and Kentucky, might be taken if more students displayed an interest.¹⁹

16. Teachers College News, July 16, 1935, p. 1.

17. Ibid., June 23, 1936, p. 1.

18. Ibid., June 22, 1937, p. 1.

19. Ibid.

Dr. Coleman's desire was realized for the second summer issue of the News carried an account of the tour to Indiana and Kentucky. A group of 23 students had left Charleston on Friday and returned on Sunday. The trip covered almost the same area as the 1935 trip.²⁰

The second trip taken that year was another weekend trip. It took students to points of historic and geographic interest in southern Illinois and Missouri. Dr. Alter led this group of students, who again traveled on the school bus, to Cave-in-Rock State Park, Ft. Massac, Cairo and spent Saturday night at the Halliday Hotel. It was in that hotel that General Grant had his headquarters during the Civil War. The next day they ferried across the river to Bird's Point. They also visited Cape Girardeau, the oldest Missouri Normal School, Giant City Park, Ft. Kaskaskia, the old courthouse at St. Louis, and the Cahokia mounds.²¹

In July, 1938, Dr. Coleman led the third trip to the Indiana-Kentucky area. The college had scheduled a new and larger bus for the trip. It was a 40 passenger bus. Miss Mary Thompson, the school nurse, and Miss Rose Zeller of the Geography Department accompanied the group.²² The cost of the two and one half day trip, excluding meals, was \$8.25. The cost for transportation was less than one cent per mile.²³

20. Teachers College News, June 29, 1937, p. 1.

21. Ibid., July 20, 1937, p. 1.

22. Ibid., July 12, 1938, p. 1.

23. Ibid., July 6, 1938, p. 4.

Also, during the summer of 1938 another Saturday trip to Springfield was taken. It was necessary to make two starts, however, for on the first attempt the school bus or "merry-go-round" broke down near Sullivan and a "car doctor" was called for assistance. Even so, the "marines" (Eastern professors) had to be called for safe escort home.²⁴

The second attempt was more successful but "a minor bit of engine trouble" caused a rather late return to Charleston.²⁵

During the 1938-39 school year Dr. Coleman began making plans for a 1939 summer school field study tour. The field trip bulletin was published describing the 41 day tour to the eastern United States and Canada. In an article in the May 10 News, Dr. Coleman stated that he was well-pleased with the "unusual interest being shown in the tour." He said that hardly a day passed in which he did not receive an inquiry as to how the writer could be included with the twenty-five who were to "combine travel and study in Eastern's first extended venture in field study."²⁶

It must have been most discouraging to have made so many plans, to have had so many inquiries, and yet to have so few persons to enroll in the course. At any rate the plans were dropped. No extended trip was taken in the summer of 1939.²⁷

24. Teachers College News, July 19, 1938, p. 1.

25. Ibid., July 26, 1938, p. 1.

26. Ibid., May 10, 1939, p. 3.

27. Eastern Teachers News, February 21, 1940, p. 4.

The short weekend trips to the Lincoln country were substituted and these were conducted as they had been during the previous years.²⁸

The following editorial appeared in the February 21, 1940 issue of the Eastern Teachers News:

Last summer the Social Science department planned a summer trip for students which was to combine a thrilling vacation with study. Too few people enrolled, and it had to be dropped.

On a smaller scale, they are now considering sponsoring a tour to Washington, D. C. during Easter vacation. We hope that this attempt does not die the untimely death of its predecessor, and there is some hope that it will not since the price is so low.

However, the handicap here may not be so much lack of money as disinterest. Normal has for years been very successful with its field trips, as have many other colleges and universities.

When a person loses his curiosity, he might as well be dead, so far as any possible advancement is concerned. What a pity that some of us at twenty have no imagination—no yearning for travel!

Are the people who say that this section of the U. S. is populated by an inferior stock correct? Are we, who come only a few miles from our home communities and return, without our visions any broader, perpetuating cultural stagnation of the youthful minds in our charge?

It is not unusual to hear one's friends admit that they have not seen nearby points of interest such as the Lincoln shrines, the state capitol, the George Rogers Clark Memorial and Starved Rock.

Blame for such abysmal lack of ambition may be laid upon our own characters; it may also be placed at the doors of those teachers who have failed to strike that spark which would awaken our intellects to the living world about us.

Books and buildings, dogmas and equipment do not make learning. To those who sing the praises of these aids at the neglect of intelligence, we say, "You are defeating your own ends. You are breeding a race of robots who will eventually see

28. Teachers College News, June 28, 1939, p. 6.

no need even for the culture which you offer. They will drive you out, and the real educators will return to instruct the few still possessed with a little curiosity."²⁹

That editorial pointing its finger at the disinterest of so many people must have caused a good deal of comment. The trip which it mentioned, a trip to Washington, D. C. during Easter vacation, was taken by four Eastern students. The trip was made in Dr. Coleman's private auto and the visit in Washington, D. C. lasted for four days. It was stated that these "budding globe-trotters" had added considerably to their knowledge when they returned to school following the trip.³⁰

During the summer of 1940 the two Lincoln expeditions were repeated. About twenty persons made the trips under Dr. Coleman's direction.³¹

At the close of the summer session three cars driven by Seymour, Ross, and Coleman embarked on another trip to Washington, D. C. Twelve students made the trip, which consisted of four days and five nights in the nation's capitol.³²

As the summer term of 1941 neared the field trip bulletin describing the trip to Eastern United States and Canada was published. For the first time the trip was given the published name--the "Prairie State Field Study." The reason for this name is not difficult to explain. The trips which Dr. Buzzard

29. Eastern Teachers News, February 21, 1940, p. 4.

30. Ibid., March 20, 1940, p. 1.

31. Ibid., July 10, 1940 p. 1 and July 17, 1940, p. 2.

32. Ibid., July 24, 1940, p. 1.

had originated at Normal were the "Red Bird" tours, named for the Illinois state bird. Since this name could not be brought to Eastern another one was chosen, the "Prairie State Field Study," naming it for Illinois, the Prairie State.³³

An editorial in the college newspaper described the 1941 summer tour as a "bright spot on the school's calendar," representing a "trend toward modernity in Eastern's make-up that is essential to the course of progress." The editorial expressed the belief that the success of the trip would bring about more and bigger projects of a similar nature in future years.³⁴

The 1941 field tour, under the joint direction of Dr. Norman Carls of the Geography Department and Dr. Charles H. Coleman of the Social Science Department, extended for the full summer term of eight weeks. The first week was spent on the campus in various classroom activities.

Camping equipment had been purchased by the college for free use by the students of the field study group. Six camp stewards were chosen to transport and set up the "water-proof, lighted tents with sewed-in bottoms and mosquito-proof windows and doors." Camp cots and kapok mattresses were also provided by the college. A special, experienced cook was selected to prepare the meals.³⁵

33. Information furnished by Dr. Albert W. Brown, Acting Head, Geography Department, Eastern Illinois State College, Charleston, Illinois

34. Eastern Teachers News, May 7, 1941, p. 4.

35. Eastern Illinois State College field trip bulletin describing the 1941 trip.

With all the details of preparation completed, the first extended summer tour of the Prairie State Field Studies set out on Saturday morning, June 20, 1941.³⁶ It was a seven car caravan, consisting of two 1941 Fords, a 1940 Ford, a 1940 Plymouth, two 1940 Chevrolets, and a 1937 DeSoto.³⁷

Many letters were received by the News from members of the field study troop. One of the first to be published was a letter from Dr. Coleman in which he described places of historic interest which they had visited. Students had discovered that "geography and history are matters of living rather than matters to be read about."

Along more humorous lines he described the wild life which had been seen as "four bears, two professors, and one snake." Camp supplies which had been consumed in greatest quantities were mosquito oil and watermelons.

The fresh air and exercise must have done something for the appetite for Dr. Coleman went on to say, "Meals are so good and appetites so hearty, that the average student has gained five pounds and expects to double his or her weight before the return."

In closing his letter Dr. Coleman expressed the wish that Eastern's entire student body could be with them for he was confident that all would learn much for "even the professors" were "learning new things constantly."³⁸

36. Eastern Teachers News, June 25, 1941, p. 2.

37. Ibid., May 21, 1941, p. 1.

38. Ibid., July 2, 1941, p. 4.

Miss Poos, the hostess, described the trippers as a congenial group which welcomed variety and surprises. They were convinced it was "the ideal way to study." The field trippers were learning much history and geography. Yes, she mentioned "we even slept historically when some of our tents were pitched in old cannon entrenchments at Fredericksburg and geographically when we encountered our first rain at Williamsburg and waded to breakfast in galoshes the next morning." If Miss Poos could call them a "congenial group" after an experience such as that they must have been great troopers.³⁹

Miss Bland described the first weekend along the Atlantic and ended her letter with this comment: "Sunday is considered a free day for campers, but if all weekends are so full we'll no doubt have to set Monday aside as a special day of rest."⁴⁰

The forty-one day trip covered 4,800 miles. On the return to the campus a week was spent reviewing and getting field trip notebooks finished. A final examination completed the requirements and credit was given in three courses---the same as a regular summer term on campus.⁴¹

The trippers were very enthusiastic about their new educational experiences and plans were started for a western trip in the summer of 1942.

39. Eastern Teachers News, July 9, 1941, p. 4.

40. Ibid., July 16, 1941, p. 6. Miss Bland was one of the students on the 1941 trip. Her home was at Mattoon, Ill.

41. Coleman, op. cit., p. 205.

With the Pearl Harbor attack these plans were cancelled and the field study program was discontinued through the war years. They were resumed in 1946 with another Indiana-Kentucky trip.⁴²

The second extended summer tour was taken in 1947. This trip was an "Invasion Tour" of the Southwest. The "generals" for the "invasion" were Dr. E. M. Scott and Dr. Charles H. Coleman. The generals had planned the invasion as carefully as if it were the Normandy campaign. They were allowing forty-five days for the conquest of the area.⁴³

The tour covered 7,500 miles and included stops in twelve of the southwestern states. The trip was made in four buses--two for passengers, one for luggage, tents and bedding, and one for the cook's headquarters. The kitchen bus equipment included a six-burner gas stove, an icebox, a sink with running water (if there was a hydrant nearby), cabinets, drawers and cooking utensils.⁴⁴

Verna Lowry, the camp cook, wrote a letter to the college newspaper describing some of the events which occurred enroute. She explained that things had been going along fine and that she had been pretty lucky. The kitchen bus had failed twice and fieldtrippers had had no supper--at least none that she fixed. On the first occasion the field trip directors had taken the situation in hand. The menu included pork and beans, bread,

⁴². Coleman, *op. cit.*, p. 206.

⁴³. Newspaper clipping included in the notebook of Dorothy Woods, loaned to the author. Miss Woods is now a teacher in the Decatur schools.

⁴⁴. Ibid.

butter, milk and peaches. The second time the kitchen bus failed to arrive at the destination on time the fieldtrippers had eaten at the lodge on the camp site.

Miss Lowry wrote that she had talked with Burl Ives in Glendale, Nevada. Burl Ives had seen the title "Eastern Illinois State College" on the kitchen bus which was stopping at a Greyhound bus station. Burl Ives had been an Eastern student at one time. He was enroute to Kanab, Utah to work on the movie, "Green Grass of Wyoming."

Fieldtrippers were "having loads of fun, heat, cold nights, bus trouble, laughs, broken cots and unstable camp stools--and wonderful cooperation."⁴⁵

When they returned to the campus, the students were asked to rank the places visited according to their interest. Carlsbad Caverns was chosen by 11 persons as their first choice. The choices of the group were compiled, allowing 5 points for a first choice, 4 points for a second choice, etc. On this basis the five top choices were: Yosemite National Park (92 points), Carlsbad Caverns (90 points), Catalina (71 points), Rocky Mountain National Park (56 points) and the Grand Canyon (56 points).⁴⁶

During the summer of 1947 it was announced that the 1948 trip might be a visit to the Pacific Northwest or another eastern

⁴⁵. Eastern Teachers News, July 9, 1947, p. 2.

⁴⁶. Typewritten article contained in the geography files, probably compiled by the field study directors.

trip.⁴⁷ During the school year tentative plans were made for the eastern trip. However, it was necessary to cancel these plans when Field Studies Director Scott resigned to accept a position at the University of Virginia.⁴⁸

The weekend trips to Indiana-Kentucky and to Springfield were substituted. These were included as a part of the summer recreational program under the direction of Dr. Clifton W. White of the Physical Education Department. As the trips were intended to be more for recreational purposes, no college credit was given.⁴⁹ The trips to Springfield and Indiana-Kentucky have continued intermittently as a part of the summer recreational program since that time and will not be mentioned again in this paper.

Dr. B. K. Barton, who came to Eastern in the fall of 1948, became the director of the next six field trips. He had traveled extensively in all parts of Illinois as a student and as a teacher and had served in the U. S. Navy during World War II.

The 1949 trip, with Dr. Barton and Dr. Coleman as directors, was different from the previous trips. In reality, it was a series of four weekend trips to different sections of Illinois. One trip was to southern Illinois, one to the Chicago area, one to the northwestern section of Illinois, and the final trip was to Springfield and the west central area. The weekend trips

47. Eastern Teachers News, June 25, 1947, p. 1.

48. Coleman, op. cit., p. 206.

49. Ibid.

were not camping trips—students stayed overnight in hotels and meals were purchased at restaurants of their own choice.

The students registered for one course, the Geography of Illinois or the History of Illinois and attended regular classes during the school week. Students were permitted to take two other courses on campus, in addition.

The 1949 trip was designed to enrich the student's knowledge of his home state. The cost of the four weekend trips was \$40, which covered transportation and lodging.⁵⁰

During the summer of 1949 Dr. Coleman and Dr. Barton conducted a field trip poll. Students were asked to give their opinions on the kind of field trip they would like for the next summer. These opinions were used in making plans for the 1950 trip.⁵¹

The Prairie State Field Studies Bulletin for 1950 offered two field courses. One was a series of weekend trips during the summer session in Illinois and five nearby states. The other was a three-weeks field study in New England and Canada, August 7 to 27.

The weekend trips were canceled because of lack of registration,⁵² but by June 14 there were no vacancies for the New England trip. Thirty-three persons had enrolled.⁵³

50. Eastern Illinois State College field trip bulletin describing the 1949 trip.

51. Eastern State News, July 13, 1949, p. 1.

52. Interview with Dr. B. K. Barton, on leave from the Geography Department, Eastern Illinois State College, Charleston, Illinois, February 20, 1956.

53. Eastern State News, June 14, 1950, p. 4.

By mid-July the News released the plans of the Prairie State Field Studies for the next five years. Each of these trips was to be offered during the three weeks immediately following the summer term.⁵⁴

One of the reasons for setting the length of the trip at three weeks was that this was the minimum amount of time permitted by the North Central Accrediting Association for trips of this kind. Another reason was that in many cases that is the total amount of time available between the close of the summer session and the beginning of the public schools. Since most of the persons making the trips were teachers, this was a very important factor to be considered. A third reason for choosing the three weeks period at the close of the summer session was that the geography department has been rather short of staff and by availing themselves of the time following summer school a member of the regular staff could take the responsibility rather than to hire another instructor.⁵⁵

The five-year plan as set up by Dr. Barton in 1950 was this:

1951—Washington, D. C. and the Middle Atlantic States.
Approximate cost, \$175.

1952—Badlands, Black Hills, Yellowstone, Colorado
Rockies and the Middle Great Plains. Approximate
cost, \$190.

54. Eastern State News, July 12, 1950, p. 1.
55. Interview with Barton.

1953—West to east around the Great Lakes, Minnesota Iron, southern Canada, Thousand Islands. Approximate cost, \$185.

1954—Three weeks in Ontario and Quebec. Approximate cost, \$200.

1955—Kentucky Blue Grass, Eastern Tennessee, Great Smoky Mountains, southeastern coast and the Ohio Valley. Approximate cost, \$165.⁵⁶

In setting up the five-year plans for three-week trips the southern states were not included because the heat there in August would be very disagreeable, particularly while traveling. The far west was also eliminated because the distance was too great and due to the number of days which would necessarily be spent enroute the time for actual study of the western states would be too short to be of much value.⁵⁷

On Monday, August 7, 1950, following the summer session, the field trip to New England got under way. The field trip roster included thirty-eight names. Of that number four were men, two were young boys, ten were girls and the remainder were middle age women. One lady was about 65 years old.⁵⁸ The instructors on the trip were Dr. Barton, geography; Dr. Seymour, social science; and Dorothy Lee, English.

Mrs. Lucille Krabbe, a member of the field study troop wrote several letters to friends in her home town of Dieterich, Illinois. These letters were published in the local newspaper. She wrote very descriptive letters concerning the places

56. Eastern State News, July 12, 1950, p. 1.

57. Interview with Barton.

58. The Special Gazette, Dieterich, Illinois, August 10, 1950, p. 1.

visited and the activities of the group. In her first letter she also told about the driver of the bus and her reactions to his driving. "Bill Humes from Champaign is our bus driver, and a very good one, too. I was like an old turtle wabbling his head back and forth on the first day, but after knowing that there was a governor on the new motor and 57 miles was as fast as we could go, I really haven't worried."⁵⁹

A person who becomes ill on the trip is well taken care of as evidenced by a brief portion from Mrs. Krabbe's second letter: "We had the doctor three times for the older lady. Dr. Barton was quite worried and upon the advice of the physician he engaged a pullman for her return home."⁶⁰

In another letter Mrs. Krabbe described what, to her, was the most thrilling of her field trip experiences: "That was riding in a tram car on a Cable going thru the clouds to the top of Cannon Mountain. The tram car accommodated about 30 people and was a continuous ride of more than a mile in about 8 minutes."⁶¹

In her final letter, which Mrs. Krabbe wrote when she returned to Dieterich following the trip she expressed the feelings of most field trippers as she closed the letter saying, "I enjoyed the trip immensely and am glad I went. But as that old song goes, "There's no place like home."⁶²

59. The Special Gazette, Dieterich, Illinois, August 10, 1950, p. 1.

60. Ibid., August 24, 1950, p. 1.

61. Ibid., August 31, 1950, p. 1.

62. Ibid., September 7, 1950, p. 1.

In keeping with the outline which had been set up, plans were made for the 1951 trip to Washington, D. C. and the Middle Atlantic States.

Early in May, six persons had registered for the trip. It was also announced at that time that the field course had been approved by the State Teacher's College Board as a cultural course for graduate credit.⁶³

Also during the summer of 1951 Dr. Barton made an announcement of the field trip plans for the next six years. This included the trips up through the 1957 trip. The 1956 field study, as announced at that time, was to include New York state, New England and southern Canada. The 1957 trip was to be a repeat of the Washington trip.⁶⁴

The 1951 trip was made by twenty-two students. Some of the points of interest included Cumberland Gap, Natural Bridge, the Luray Caverns, Monticello and Mount Vernon. The climax was a six-day stay in Washington, D. C., visiting the Capitol Building, the White House, the F. B. I. offices, the Library of Congress and the Washington and Lincoln Memorials.

The interesting and complete accounts of the 1952 and 1953 trips have been recorded by Mable Booker and Louise Kirby, students at Eastern Illinois State College from Sullivan, Illinois. These girls have used their notebooks to record a great deal of educational material given in class lectures by the instructors.

63. Eastern State News, May 2, 1951, p. 7.

64. Ibid., July 25, 1951, p. 4.

They also include their own excellent photographs and accounts of some of the amusing incidents which occur. The following are only brief descriptions of some of these amusing happenings which have been recorded by them in the pages of their books.

At Deadwood, South Dakota, eighteen field trippers attended a drama entitled the "Trial of Jack McCall". (It was Jack McCall who murdered Wild Bill Hickok.) That was an evening of entertainment which afforded the viewers a good deal of laughter. The field trippers enjoyed the production, particularly when Dr. Miner, the social science instructor, was called to the stage to serve as a member of the jury. The girls have described the actions which occurred in great detail and felt that Dr. Miner did a remarkable job in the capacity as actor.⁶⁵

Another interesting event which occurred on that 1952 trip and which the girls also recorded in detail happened at Gillette, Wyoming. An old native gentleman caught Mable's attention and he consented to pose while Louise took his picture. In the course of the conversation which followed the old gentleman made a proposal of marriage to one of the girls. This was the cause for a great deal of joking and fun-making from other members of the gang. It also provides evidence to the fact that almost anything can (and does) happen when a group of people set out from Eastern on a three-weeks field trip.

⁶⁵. Mable Booker and Louise Kirby, Our Trip—Rocky Mt. Field Trip, Volume II. (The pages are not numbered.)

On another occasion the girls borrowed a step-ladder from an Indian. This might have caused them some trouble, as they had not asked permission. The Indian, however, was a friendly one and only smiled to himself at the foolish antics of the tourists.⁶⁶

I am quite sure that all the members of the 1953 trip will remember Niagara Falls, even though it may not be a pleasant memory. It was at Niagara that the final examination was given that year. Mable Booker, Louise Kirby, and Dane Henderson⁶⁷ went exploring at many points around the falls after they had finished the final exam. After putting on rain coats and walking along the path below the falls, they returned to the elevator where Dane remarked as they were on their way up that he had been on all sides of the falls, under and in the falls. All that remained was for him to go over them. The elevator operator offered him a barrel, but Dane "refused to accept it when he learned that the barrel would have to be returned after the trip."⁶⁸

The Prairie State Field Study trips are well-planned and usually proceed as scheduled. The 1954 trip through southeastern Canada was one which had to be changed slightly. The plans called for a ferry trip across the St. Lawrence River, but the morning was gray and cloudy. The ferry's captain was not anxious to take the responsibility of carrying a large bus

66. Booker and Kirby, Our Trip—Rocky Mt. Field Trip, Vol. II.

67. Note: Dane Henderson, also an Eastern Illinois State College student at the time of the 1953 trip, is also from Sullivan, Illinois.

68. Booker and Kirby, Great Lakes Field Trip, Volume IV.

and its twenty-eight passengers across the river on such a stormy day. The distance to our overnight stop was too great to be reached by highway, so plans had to be changed. The day was spent as a rest stop and overnight accommodations were secured in the same hotel as the previous night.⁶⁹

Since the 1951 announcement of the field studies for the following six years, all trips have been made as set up in those plans, with one exception—the 1955 trip. The original plan had been to travel through the Great Smoky Mountains. Instead, the Prairie State Field Studies group turned westward to Glacier National Park and the Canadian Rockies. It was the 1955 trip which introduced another person to the position as director of the Prairie State Field Studies. Dr. Barton received a leave of absence from the college on February 1, 1955 and turned over the field trip to Dr. Albert W. Brown. The trip to Glacier and the Canadian Rockies was made under his capable direction.

Plans for the 1956 trip to Northeastern United States are well under way at the present time and from all indications will be another educational and enjoyable trip.

⁶⁹. Personal recollections.

Development of the Field Study Program
in Other Illinois Colleges

Eastern and Normal were not the only state colleges which were developing field study programs. Western, Northern and Southern also had field trips of a similar nature.

Normal's "Red Bird" tours were continued by Dr. H. O. Lathrop after Dr. Buzzard accepted the presidency at Eastern. The 1934 trip was a shorter trip in the western states and was called the Rocky Mountain Field Course.

Beginning in 1935 Normal's trips were made to concur with the eight-weeks summer session. About one week was spent on the campus previous to the trip, six weeks in the field, and the final week again on campus. When the time period of the trip was extended the territory covered was also enlarged. The trips to the east coast extended into the Maritime Provinces of Canada. The farthest point reached was Halifax, Nova Scotia. The western trip, too, was lengthened and extended into Jaurez, Mexico and into southwestern Canada, reaching north to Banff National Park and Lake Louise.

Normal, like Eastern, canceled its 1942 trip and no more were taken until 1946, following the war. Field directors at Normal were:

Dr. Buzzard 1926-1933
Dr. H. O. Lathrop 1934-1936, 1941
Dr. L. A. Holmes 1937-1940, 1946
Dr. A. W. Watterson 1947-1950

Each of the trips from 1926 through 1950 had been of the same type. Tents and camping equipment were used. A camp crew set up the tents and a cook had dinner ready when the study group arrived.

The forty members who made the trip in 1937 kept up their acquaintance and sponsored reunions through the organization of a Trippers Club. This club has continued to exist and any one who has taken one of Normal's trips is eligible for membership. The club has a winter meeting at one of the Chicago hotels on the weekend nearest Lincoln's birthday. These meetings are well attended and the Trippers Club maintains a large membership.⁷⁰

Since 1950 the trips from Normal have been quite different. The field studies have extended to foreign countries. Several trips have been made to Europe, sometimes by air and sometimes by boat. One trip was made to South America.

At the present time plans are in progress for a round-the-world trip in observation of Normal's centennial year during the summer of 1957. Dr. Watterson, who is in charge of the plans for the trip, stated that almost all places for the trip have been reserved.⁷¹

A. B. Roberts, now Audio-Visual Director at Western Illinois State College at Macomb, Illinois, was also an early pioneer in

70. Illinois State Normal University, Teacher Education, December, 1950, pages 5-8.

71. Interview with Dr. Arthur W. Watterson, Head of the Geography Department, Illinois State Normal University, Normal, Illinois, Saturday, March 3, 1956.

educational travel. Mr. Roberts, as an undergraduate at Western, was business manager on the first trip sponsored by the college in 1929. Western's first tour was a five thousand mile trip to the East Coast, covering the area from Atlanta, Georgia north to Quebec. Mr. Roberts joined the staff at Western as the Audio-Visual Director in 1948.⁷²

In the summer of 1950 Western offered a trip to Alaska in cooperation with the Travel Department of the National Education Association.⁷³

Western announced plans for four tours in 1951. There were twenty-two courses from which students might choose two, so as to earn eight quarter hours of college credit.

The first of the tours in 1951 was a three-weeks trip to New York and Vicinity. Three instructors made the trip and students could choose courses in social sciences, Home Economics, or visual education.

The second tour for the summer of 1951 was another tour planned with the aid of the Travel Department of the N. E. A. It was a four-weeks tour to Carlsbad, Grand Canyon, California and Salt Lake City. Instructors in social science, geography, biology and visual education made this trip.

The third tour offered was a three-weeks trip to Alaska for credit in geography.

72. Personal letter from Mr. A. B. Roberts, Audio-Visual Director, Western Illinois State College, Macomb, Illinois, February 1, 1956.

73. Western Illinois State College field trip bulletin describing the trips for 1951.

The fourth tour was a six weeks trip to Europe. This was made in connection with Intercollegiate Tours. A social science instructor was in charge of the trip.⁷⁴

Western has continued to expand its offerings through each of the following years. In 1953, six different tours were offered. All but one of these was in cooperation with the Travel Department of the National Education Association.⁷⁵

In 1955 Western offered a round-the-world tour for the first time. This was an eight-weeks trip which the student might take to earn eight semester hours of credit. The itinerary included stops in Hawaii, Japan, China, India, Pakistan, Palestine, Egypt, Turkey and Greece. One instructor was in charge of the trip and courses were offered in music and in visual education.

All eight of the trips which were made in 1955 were in cooperation with the National Education Association and the Illinois Education Association.⁷⁶

A bulletin describing the nine trips offered during the summer of 1956 states: "During the past seven years almost 1,600 teachers have participated in these 'Extended Laboratory Experiences' Western is also offering a 'Special Award in Field Study' to students or teachers who have participated

⁷⁴. Western Illinois State College field trip bulletin describing the trips for 1951.

⁷⁵. Western Illinois State College bulletin describing the trips for 1953.

⁷⁶. Western Illinois State College bulletin describing the trips for 1955.

in five travel-study tours and earned at least forty quarter hours of credit."⁷⁷ Seven of these special awards were presented at the Tenth Anniversary celebration of the Travel Division of the National Education Association, held in Chicago on January 21, 1956.⁷⁸

The following list shows the large number of different tours which are to be made by Western during the summer of 1956:

- Tour No. 1--Boston, Quebec, and Niagara Falls
- Tour No. 2--Northland Tour (England, Scotland, Norway, Sweden, Denmark, Netherlands, France)
- Tour No. 3--British Isles, Central, Western and Southern Europe
- Tour No. 4--Round-the-world (two sections)
- Tour No. 5--Central America
- Tour No. 6--Mexico M-4
Mexico M-5
- Tour No. 7--Alaska
- Tour No. 8--South America
- Tour No. 9--Hawaiian Islands⁷⁹

The principal objectives of the Division of Travel Service with which Western has been associated in the past few years are listed in one of its publications, Travel. They are:

1. to develop travel programs which will give the participants important educational, recreational and social experiences in the region or country visited;

77. Western Illinois State College bulletin describing the trips for 1956.

78. Illinois Education, XLIV, March, 1956, p. 268.

79. Western Illinois State College bulletin describing the trips for 1956.

2. on foreign tours, to provide means by which our teachers and the host teachers may come together under conditions which will result in mutual respect and a better understanding of the problems, economy, traditions and cultural patterns of each other's nation;
3. to encourage greater domestic interregional appreciation and intercultural understanding especially within our own groups, and
4. to give our groups the greatest possible travel values at the lowest possible cost.⁸⁰

Northern Illinois State College is sponsoring a European tour during the summer of 1956,⁸¹ but little information regarding the plans for the trip was received.

Southern Illinois University's Department of Geography is also offering a Summer Field Course to Europe in 1956. Stated in its bulletin, which describes the trip, is this remark: "The University makes no pretense of offering luxury trips. This is a course in which only qualified students working for College and University Credit may enroll."

The director of the trip from Southern has found it "advantageous to both students and the University to work in cooperation with a well established educational travel organization which has had long and varied experience in European travel."

The organization which was chosen by Southern as its agent was the Association of Academic Travel Abroad, Inc.⁸²

80. Division of Travel Service of the National Education Association, Travel, p. 1.

81. Personal letter from Clara Sperling, Secretary to the President, Northern Illinois State College, DeKalb, Illinois, April 12, 1956.

82. Southern Illinois University bulletin describing the 1956 trip to Europe.

Academic Travel Abroad is described as a non-profit organization. Its duties are to plan, arrange, and conduct educational tours for colleges and universities or in cooperation with them.

In accordance with its charter, any earnings made by the Association above the necessary cost of operation are to be utilized for research, travel scholarships and other similar uses.⁸³

There are many similar agencies which aid colleges in planning and carrying out such educational trips. A few of these are: Students International Travel Association; Students Travel Service, Ltd.; Travel and Study, Inc.; and Study Abroad, Inc.

These commercial travel agencies relieve the field study director of a great deal of paper work, but it seems to me that it would be a mistake to leave the actual planning of the itinerary to such agencies. It seems possible that there is a danger that an "educational tour" may become standardized, allowing no room for changes. Each director has his own aims and objectives in mind and should be given freedom to exercise these in the planning of the itinerary.

The trend seems to indicate, however, that most colleges in Illinois are obtaining assistance from travel agencies in the planning of details. Western, which has done so for several years has been able to offer longer, more extensive trips. It has expanded its program each year and offers a large number of different trips.

⁸³. Association for Academic Travel Abroad, Inc., Bulletin No. 1, March 1, 1950.

Values of Educational Travel

In an effort to determine the values derived from educational travel, a questionnaire was prepared and mailed to one hundred-thirty-four persons. Each of these people had been a member of one or more of Eastern's field trips from 1941 through 1955. In most cases, the only addresses available for these people were the ones recorded in the geography files from the year of that particular field trip. For the 1947 trip, no names or addresses were available from the files. Since the time of the mailing of the questionnaire, it has been possible to secure the field trip roster for that year. However, almost the only persons of the 1947 trip who were reached by my questionnaire were those who had made more than one trip. A total of eighty replies were received, a return of almost 60 per cent. A copy of the questionnaire and the letter which accompanied it, is included in the Appendix.

It was interesting to note the occupations listed by the persons who replied. A very large number of those replying, as I had expected, were in some way connected with the teaching field. Sixty persons listed their occupation as teaching. In addition two are elementary principals, five are former teachers (two of these had reached retirement age) and two are substitute teachers. This would account for 69 persons replying to the questionnaire (over 86%) who have been, or are presently engaged in the teaching profession.

Of the remaining eleven persons, two were college students at the time they mailed the questionnaire, two are housewives, four are working in industry, one is an insurance broker, one is a postmaster and one is in the U. S. Navy.

Of the 80 persons who returned the questionnaire, 48 had taken one of Eastern's field trips, 17 had taken two trips, 6 had taken three trips, 4 had taken four trips and 5 had taken five trips. This would account for replies from 141 members of field trips through the years from 1941 through 1955. Only seven persons had taken trips from other institutions.

It was also interesting to note the distribution of the replies according to the year in which the field trips were taken. Basing the percentage of return of the questionnaire on the number of persons to whom the questionnaires were mailed in any year and the number of replies received from the members of that year, only one year--1941--shows a return of less than 50%. Because of the length of time which has elapsed since 1941 and the fact that recent addresses were not available, this does not seem strange. Each of the other trips showed a return of more than 60%, with the last three years' trips above 75%.

One of the items on the questionnaire asked: "In what ways do you feel that the field trip was a valuable experience?" Three suggestions were offered and field trippers were to check

the answers which they felt applied. Seventy-one persons checked the first suggestion, "It gives actual experience in American History and Social Studies in the areas covered." Two more persons checked the statement, but qualified their answers to some extent. One of these felt it gave experiences in geology, the other felt it gave experience in Illinois history, rather than American history. Needless to say, the latter response was from a member of the 1949 weekend trips in Illinois.

Sixty-eight persons checked the second suggested answer: "It provides an opportunity to collect materials and pictures of areas studied in class." One person added the comment: "This may have been fun, but of little value."

The third answer which could have been checked stated: "It provides an opportunity to associate closely with others interested in education, to make friends, and share common experiences." This was checked by 73 people. One commented that she felt this was not as important as the other two suggestions, for it was possible to have this type of experience on the campus.

In addition to the three responses which were anticipated, field trippers were urged to name other ways in which the field trip had been of value to them. These answers ranged widely from strictly personal and social values to educational and

professional values. One person stated a feeling which is held by many fieldtrippers: "It provides an interesting way to combine the features of a vacation with the acquisition of valuable knowledge and a little college credit."

Question five asked the field trippers to cite specific ways in which they had made use of the field trip experiences in their work. Four persons did not answer the question, four replied that they had not used it at all, and five stated that they had used it very little. More than half of the replies showed that the person had used the information gained as background material in teaching or had made use of the materials collected and their own pictures, slides and movies in some connection with their teaching. Not only were these used in social studies classes, but also in science, English, art, and primary reading as well.

One teacher mentioned that she used her field trip experiences in conducting a Travel Club for fourth and fifth grade pupils. This club meets for forty minutes every Friday afternoon during the school year. Some of the activities during the past year included a discussion of the teacher's trips (she had taken 5 Prairie State Field Study tours); pupils' descriptions of their own trips; slides, movies, and talks of their travels by some of the townspeople; and use of school films and film strips.

A different type of reply regarding specific ways in which field trip experiences had been helpful was naturally expected from those following occupations other than teaching. The post-master felt that the field trip gave a wide knowledge of the location of cities and towns; one of the college students felt that it had been helpful in further study of history and geography; a man in advertising and sales promotion stated that the trip gave him an introduction to cities which had aided him when the locations were found to be on his business trips.

In question six the field trippers were asked, "What things do you feel could have been done to improve the value of the trip to you personally?" Fourteen persons did not answer this question. Twenty-three offered no suggestions for improvement or merely stated that they thought the trip had been well-planned. A few of the answers were restricted to the early trips and are not applicable to more recent trips. For example, a member of the 1941 trip made in automobiles, stated that they needed an instructor with them at all times to answer questions. Traveling by bus, this is now possible. One man who had served as a camp boy felt that he had missed many places of interest. This could not be avoided as camp duties necessitated his early arrival at camp so that all preparations were completed by the time the rest of the group arrived. Another member of one of the camping trips felt that camping out and eating took much time from actual sightseeing.

Many of the replies indicated that field trippers felt the preparation was rather inadequate. Several people suggested a few lectures might have been given on campus to present some background material. Others suggested that a mimeographed outline of the material to be covered might have been prepared by the instructors. A few persons felt that they should have taken the responsibility of doing more reading and preparation on their own beforehand.

The most frequently listed objection to the field study dealt with taking notes on a moving bus. Some suggested that lectures could be given the previous night, early in the morning, or during rest stops.

Several persons mentioned a desire for more association with the people and occupations of the areas visited. One teacher would have liked more information about the plants and animals of the area.

A few who replied thought it would have been desirable to assign room partners with greater care. One offered the suggestion that if persons had had a better idea of what to expect at some places, some unpleasant scenes might have been avoided. Perhaps plans for grouping could be talked over with all members of the group before the beginning of the trip.

Question seven was probably rather poorly stated, judging from some of the answers received. As it was placed on the

questionnaire it read, "How long a trip do you feel is most valuable in the local area? (Illinois and neighboring states)" The second part of the question read, "How long a trip do you feel is most valuable in the United States?" In regard to the length of a trip I had reference to the number of days, not the distance in miles. As a result many answers could not be used because they were too indefinite.

Twelve persons did not answer the first part of the question, eight merely stated they were not qualified to answer and eight others gave indefinite answers. The remainder of the answers which were suggested varied. Some thought short weekend trips would be sufficient, others thought a trip of three weeks would be profitable, but the larger majority of the answers centered around a trip of about ten days for the local area.

Most of the usable answers for the second part of the question suggested a trip of three to four weeks in length to study the United States. Many felt this was long enough to tire most travelers, yet short enough so that interest was at a peak most of the time.

The eighth question asked, "How do you feel the subject matter learned in field study compares with that in the regular classroom?" While several people stated that it depended on the student and that field trips could not replace all classroom learning, a very large number of the replies (80%), stated

very definitely that the subject matter of the field trip compared very favorably with classroom learning. Many felt that the learnings were much more valuable and that it remained more vividly in the memory than subject matter in the regular classroom.

Question nine asked, "How much college credit do you feel should be allowed for a three-weeks field trip?" A large number of persons felt that the 4 quarter hours credit allowed by Eastern for field study work is fair, but a few who transfer their credits to other institutions on the semester basis, would prefer 3 semester hours. It was also under this question that several people indicated that they thought it would have been possible for them to take both geography and history on the field trip and thus earn 8 quarter hours of credit.

The final part of the questionnaire called for additional comments. Many of these were notes of a personal nature, reminiscent of field trip experiences, etc. A few people added comments which I thought particularly interesting such as this one: "I think every classroom teacher should have the experience of at least one field trip of a duration not less than two weeks. Not only is her own life enriched but the lives of her pupils are enriched, though vicariously. I feel very strongly that an elementary teacher needs travel experiences, and field trips give good backgrounds for further trips on one's own."

One of the persons replying felt that the tours were a wonderful experience, but that she felt that four or five teachers in their own automobile could soon learn a lot of geography and with less expense. She expressed the belief that more people would be interested in such travel if credit, on such a basis, could be arranged. She suggested that the teachers might follow an outlined trip or keep a day by day account of the trip.

Other comments would indicate that the persons would not agree to such trips for one person replied: "If I had taken the same trip, but not under field study supervision, I would have had to do much extra research before I could have understood some of the things that our instructors pointed out for us." One of the 1941 trippers, now a college professor had this to say: "The trend all over the country is toward earning credits by traveling. I favor the idea altho like any experience the trip must be well planned and well conducted. People need help in interpreting their experiences and that is the job of the teacher. I'd be opposed to giving credits just for solely pleasure trips."

Perhaps the comment which sums up what many people feel about the value of Eastern's trips is this: "Traveling in no other way can compare, for with the field studies groups you understand what you see--and best of all, you really see it."

Conclusion

The Prairie State Field Studies owe their beginning to President Buzzard. It was he who directed the first field study in Illinois. When he came to Eastern Illinois State College his ideas concerning the value of field trips were shared with members of the faculty and plans for similar educational experiences at Eastern were made.

The development of the field study continued, even though the results during the early years were often disappointing. The 1941 trip to the East was a tremendous success. World War II halted the development for a few years, but another extensive trip was carried on soon after the war ended.

The plans for three-weeks field trips following the regular summer session have been quite successful and few changes have been made in the long-range plans.

Other Illinois colleges developed similar field study programs. Most of these schools have been aided, in recent years, by the assistance of some travel agency which takes care of many of the details of arrangements. Even though this saves time for the director it may be that agencies tend to stress the recreational aspect of travel rather than the educational value.

Eastern's field trips have given the traveling students actual experiences in American History and Social Studies, provided opportunities for collecting materials and pictures, and provided opportunities to make friends with others interested in education.

Teachers use the pictures which they collect to motivate students and to arouse their curiosity. Teachers share their personal knowledge of the area studied with their students and their friends. The subject matter becomes more real to the teacher and more interesting to the student. Children listen attentively to the stories which the teacher relates about his travel experiences.

The suggestions which field trippers made for the improvement of Eastern's educational trips have been considered by the field study director. Many of the suggestions will be incorporated in future trips from Eastern.

More and more colleges in Illinois have extended their field trip offerings to foreign countries. Trips to Europe have become popular at most colleges and round-the-world trips are also being added. These recent trends in Illinois seem to indicate a bright future for the travel education program. The opportunities for learning by traveling will, no doubt, be continued and enlarged. More and more people will have read a few more pages from the book of which St. Augustine wrote: "The world is a book and those who do not travel read only one page."

APPENDIX A

Copy of the letter and questionnaire
which was mailed
to former fieldtrippers
from E. I. S. C.

628 East Grand Ave.
Decatur, Illinois
April 18, 1956

Dear Fieldtripper:

I have learned from the files of the Geography Department that you were a member of one of Eastern Illinois State College's summer field trips. I feel a rather close association with you as I am also a veteran fieldtripper.

At the present time, I am working on my master's degree at E. I. S. C. and am writing a paper on the role of educational travel. Enclosed is a questionnaire which I hope you will answer and return to me. I hope to use the replies as a part of my master's paper.

Thank you for your assistance in this project.

Sincerely,

Ruth Buesking

rb

Please return in the enclosed envelope by May 5, 1956.

QUESTIONNAIRE

1. Name _____
Address _____
Occupation _____
2. Number of field trips taken:
from Eastern _____
from other institutions _____
3. In what year (or years) did you take the trip from Eastern?
4. In what ways do you feel that the field trip was a valuable experience?
(Check as many as apply.)
 - It gives actual experience in American History and Social Studies in the areas covered.
 - It provides an opportunity to collect materials and pictures of areas studied in class.
 - It provides an opportunity to associate closely with others interested in education, to make friends, and share common experiences.
 - Other ways----- (You name them.)
5. Cite specific ways in which you have made use of your field trip experiences in your work.
6. What things do you feel could have been done to improve the value of the trip to you personally?

- 7a. How long a trip do you feel is most valuable in the local area?
(Illinois and neighboring states)
- b. How long a trip do you feel is most valuable in the U. S.?
8. How do you feel the subject matter learned in field study compares with that in the regular classroom?
9. How much college credit do you feel should be allowed for a three-weeks field trip?
10. Additional comments.

APPENDIX B

Tabulation of replies to the questionnaire

1. Occupations of Fieldtrippers who replied to the questionnaire

Teachers	60
Former teachers	3
Retired teachers	2
Substitute teachers	2
Elementary principals	2
Housewives	2
College students	2
Advertising and Sales Promotion	1
Insurance broker	1
Clerk, Carter Oil Co.	1
Ohio Oil Co.	1
Industrial chemist	1
Postmaster	1
U. S. Navy	1

2a. Number of trips taken from Eastern

One	48
Two	17
Three	6
Four	4
Five	5

2b. Number of trips taken from other institutions

None	73
One	4
Two	3

3. Per centage of questionnaires returned according to years

<u>Year</u>	<u>No. Persons Making the Trip</u>	<u>No. Questionnaires Mailed</u>	<u>No. Replies</u>	<u>Per Cent Returned</u>
1941	36	29	14	48.3%
1947	43	10	7	70.0
1949	25	25	16	64.0
1950	33	32	20	62.5
1951	22	22	16	72.7
1952	26	19	14	73.7
1953	23	23	20	86.9
1954	24	23	18	78.3
1955	20	19	16	84.2

4. In what ways do you feel that the field trip was a valuable experience?
(Check as many as apply.)

It gives actual experience in American History and Social Studies
in the areas covered.

. 71 persons checked the statement
 2 persons qualified the statement
Total . . 73

It provides an opportunity to collect materials and pictures of
areas studied in class.

. 68 persons checked the statement
 1 person qualified the statement
Total . . 69

It provides an opportunity to associate closely with others
interested in education, to make friends, and share common
experiences.

. 72 persons checked the statement
 1 person qualified the statement
Total . . 73

4. Other ways in which the field trip was a valuable experience.

Note: While a certain amount of the items which were listed are overlapping, I have attempted to place them in one of the following groups: educational values, professional values, social values, personal values, and miscellaneous.

Educational values

1. gave me a better understanding of the problems of other people
2. made literature more meaningful
3. provided opportunities to see places that individuals might not be permitted to visit

Occupational or Professional values

1. gives background for teaching American history and social studies
2. closer insight into the amount of detail necessary to conduct trips of this nature
3. gave insight on how to care for a group safely and educationally
4. broadens and enriches the cultural background
5. the breadth of experiences contributes to growth of the teacher and thereby to better teaching
6. professional growth

Social values

1. help adjust to group living
2. study your own reaction to various personalities and understand self and others better
3. learn to know and appreciate instructors more
4. chance to prove how well you can get along with people
5. teaches a great deal about human nature and value of ability to cooperate in a mutual way
6. gives experiences in adjusting to a congenial basis for everyday living with a variety of personalities

Personal values

1. gave me an opportunity to visit and study a particular section of the country
2. gave me an opportunity to see more in less time
3. gave me a mental picture of various parts of the country
4. learned to know interesting places in Illinois
5. received a greater appreciation of God's creation
6. learned to appreciate the beauty of our country
7. information received made me aware of interesting possibilities of any trip—I find more pleasure in travel than formerly
8. recreation
9. relaxation, free from usual school duties and obligations
10. get away from personal troubles and forget them
11. helps me to visualize the news

Miscellaneous

1. learning that stays with one
2. groups get special lectures in many places
3. provides an interesting way to combine the features of a vacation with the acquisition of valuable knowledge and a little college credit
4. fun to see things you've read about
5. to learn geography and history painlessly is a pleasure

6. a pleasure to have lodging, transportation, entrance fees, and tips arranged for us
7. less expensive than trips arranged by oneself
8. gets the weary teacher out of the classroom

5. Cite specific ways in which you have made use of your field trip experiences in your work.

Note: This is a list of some of the responses to this question. It is not a tabulation of the replies.

Teachers

1. used materials collected, information and pictures in social studies and science (also in English, art, and primary reading)
2. used information for background material in teaching
3. used colored movies
4. audio-visual aids
5. conduct a travel club in grades four and five
6. developed a unit on Indians for first grade
7. children more interested if teacher has actually seen things which she tells them about
8. written articles for publication based on trips
9. shared illustrated notebooks with friends
10. report before P. T. A. group

Students

1. gave me credit science hours to complete my B. A.
2. helped in my study of History and Geography
3. written articles for college classes based on trips

Principal

1. used information in helping teachers build units of work in social studies

Postmaster

1. gave me a wide knowledge of location of Illinois cities and towns

Oil Co. Employee

1. better knowledge of terrain and geological formations in southern Illinois

Advertising and sales Promotion

1. introduction to cities aided when locations were visited on business trips

6. What things do you feel could have been done to improve the value of the trip to you personally?

Preparation

1. a few lectures on campus to present some background material
2. more intensive study before starting
3. detailed itinerary before-hand
4. more preparation on student's part beforehand
5. distribute specific reading material in advance
6. written outline of material to be covered

Instruction

1. more association with people and their occupations
2. more information about plants, animals and industries
3. more geology, less history
4. would like to take both geography and history
5. more reference books
6. fewer notes while riding bus
7. less writing and note taking
8. often had lectures when we were exhausted
9. lectures while stopped, not while riding
10. too difficult to take notes on a moving bus
11. improve the amplifier system on the bus

Lodging

1. assign room partners with greater care
2. too many in a room
3. have the privilege of choosing own room-mate

Miscellaneous

1. too rushed
2. left the gripers at home
3. professor should be interested in taking the trip
4. too tired when I started
5. often felt alone--group had cliques or gangs
6. traveled too long--often until late at night
7. needed a good bus--missed interesting points because of bus trouble
8. more time at most distant points
9. time of trip could be lengthened
10. taken more pictures
11. opportunity to gain credit for addition activities (P. E., American literature)

No longer applicable

1. needed an instructor with us at all times (was a member of 1941 trip made in automobiles)
2. little opportunity to see all the places of interest (camp boy)
3. camping out and eating took much time from sightseeing

7a. How long a trip do you feel is most valuable in the local area?
(Illinois and neighboring states)

Weekend, 3 days	9
4 to 6 days	6
a week, 7days to 10 days	13
11 to 14 days	10
4 weekend trips (like the 1949 trips)	5
3 weeks	10
Indefinite answers	7
Not qualified to answer	8
No answer	13

7b. How long a trip do you feel is most valuable in the U. S.?

2 or 3 weeks	1
2 to 4 weeks	1
3 weeks	27
3 to 4 weeks	9
3 to 5 weeks	2
4 weeks	3
5 to 6 weeks	1
6 weeks	7
4 to 6 weeks	3
8 weeks	3
Indefinite answers	10
Not qualified to answer	3
No answer	9

8. How do you feel the subject matter learned in field study compares with that in the regular classroom?

Field trip more valuable	65
Field trip less valuable	2
About the same	5
Enriches classroom learning	2
Depends on the student	3
No answer	3

9. How much college credit do you feel should be allowed for a three-weeks field trip?

2 and 2/3 semester hours or 4 quarter hours	33
4 semester hours or 6 quarter hours	5
3 semester hours	12
3 to 4 semester hours	2
4 to 6 quarter hours	3
8 quarter hours	7
12 quarter hours	1
Indefinite answers	8
Not qualified to answer	4
No answer	5

Note: A number of people agreed that 4 quarter hours was the fair amount of credit which should be given for the trip if only one course is taken. However, 9 people also said they thought persons should be permitted to take both the geography and history courses if they wished.

APPENDIX C

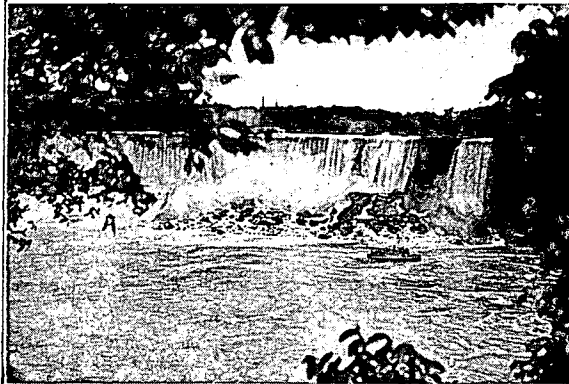
Copies of E. I. S. C. Bulletins
Announcing the Field Trips

EASTERN ILLINOIS STATE TEACHERS COLLEGE

Announcement of

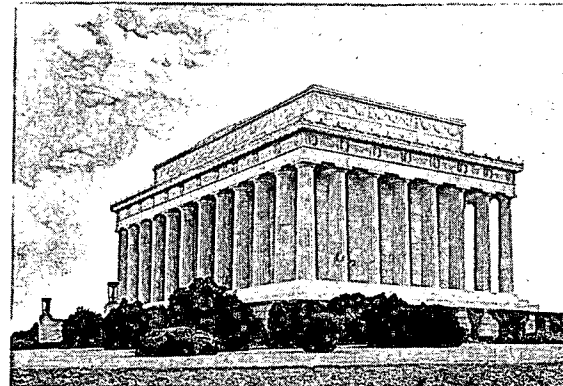
1939 SUMMER SCHOOL FIELD STUDY TOUR

TO THE EAST AND CANADA



NIAGARA FALLS

FULL SUMMER SCHOOL
Credit Combined with
41 Days of Directed
TRAVEL AND STUDY

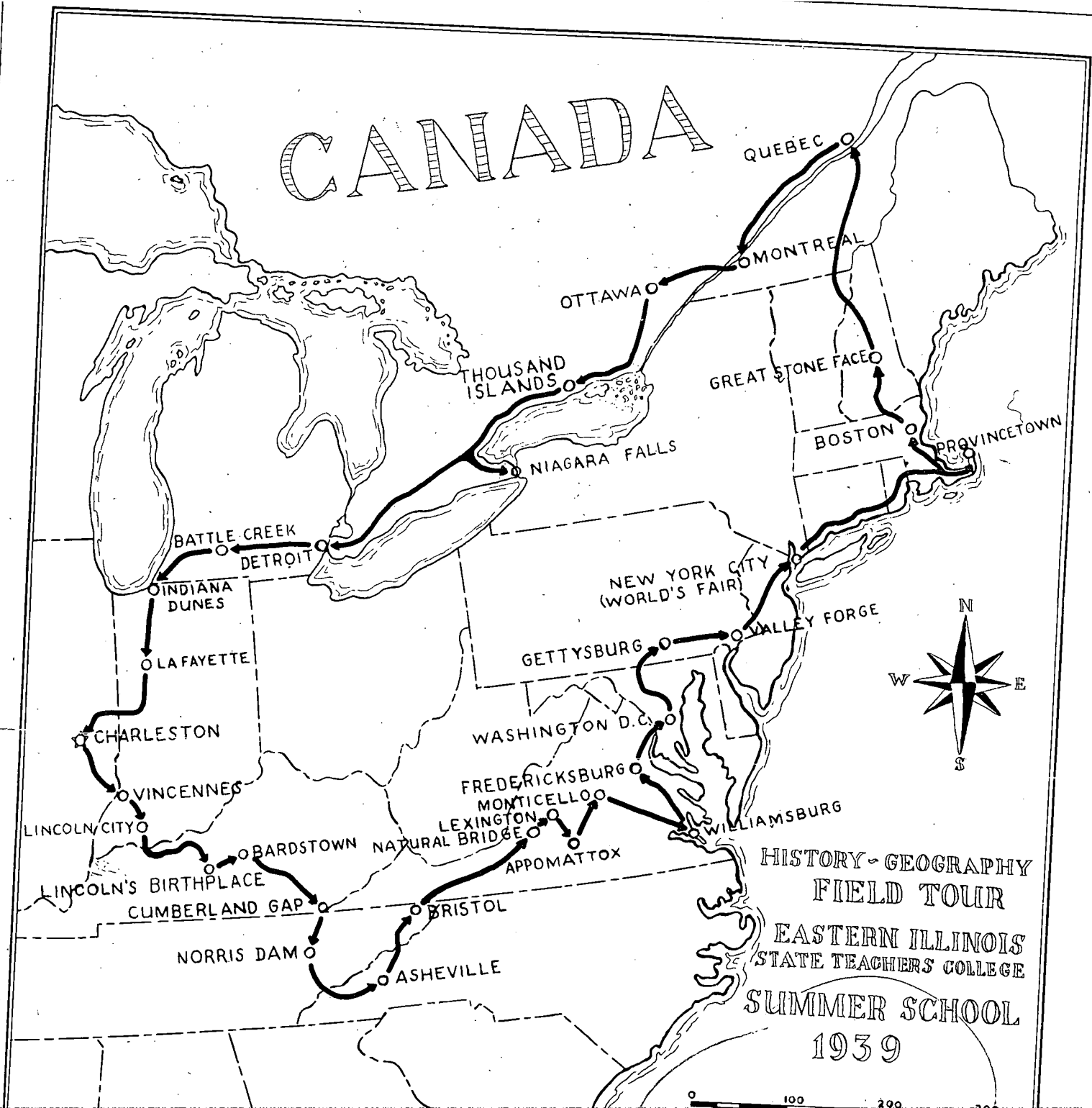


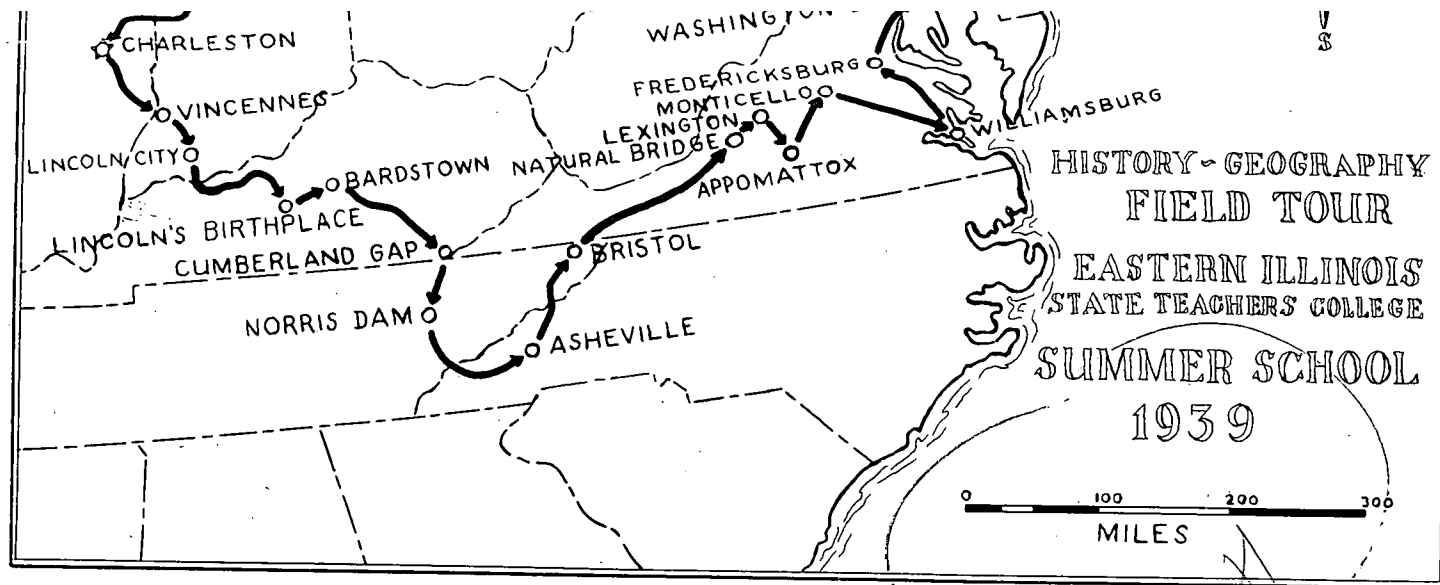
LINCOLN MEMORIAL, WASHINGTON

1939 Field Trip Bulletin
The trip was canceled.

1939 Field Trip Bulletin

The trip was canceled.





TRAVEL AND STUDY WITH

EASTERN'S FIELD STUDY TOUR

4600 MILES

41 DAYS ON TOUR

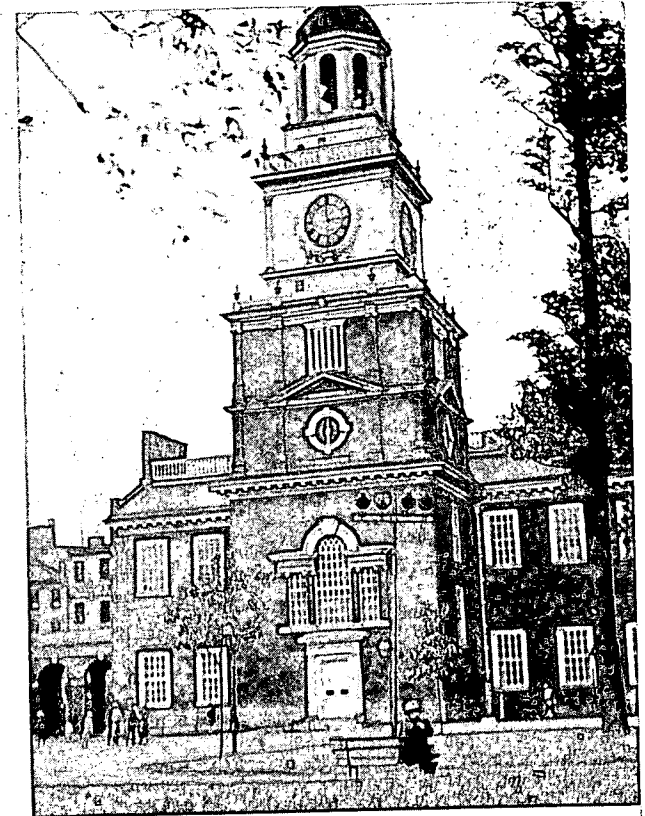
The trip was canceled.



NATURAL BRIDGE, VIRGINIA

SCHEDULE AND ITINERARY

- June 12—Registration at college.
 June 13-15—At college. Preparatory lectures and reading.
 June 16—Vincennes, Ind., Nancy Hanks Lincoln Memorial, Owensboro, Ky.
 June 17—Lincoln birthplace, Bardstonsville, Danville.
 June 18—Cumberland Gap, Norris dam, Knoxville, Tenn.
 June 19—Great Smoky mountains, Asheville, N. C.
 June 20—Bristol, Tenn.-Va., National Bridge, Lexington, Va.
 June 21—Appomattox, Monticello, Richmond.
 June 22—Williamsburg, Jamestown, Yorktown.
 June 23—Stratford, Wakefield, Fredericksburg.
 June 24—Mt. Vernon, Arlington, Washington, D. C.
 June 25-27—Washington, D. C.
 June 28—Annapolis, Baltimore, Frederick, Md.
 June 29—Gettysburg, Valley Forge, Philadelphia.
 June 30—Philadelphia.
 July 1—Washington Crossing, Princeton, Newark, N. J., New York City.
 July 2-7—New York City and World's Fair. Side trip to West Point.
 July 8—New Haven, Conn., Providence, R. I., Fall River, Mass.
 July 9—Buzzard's Bay, Provincetown, Hyannis.
 July 10—Plymouth, Marshfield, Quincy, Boston.
 July 11-12—Boston, Side trip to Lexington, Concord.
 July 13—Mt. Monadnock (to top), Peterboro, Concord, N. H.
 July 14—Great Stone Face, St. Johnsbury, Vt.
 July 15—Sherbrooke, Canada, Quebec.
 July 16—Quebec. Side trip to Ste. Anne de Beaupre.
 July 17—Valley of St. Lawrence, Montreal.
 July 18—Montreal.
 July 19—Ottawa, Thousand Islands.
 July 20—Toronto.
 July 21—Niagara Falls.
 July 22—London, Windsor, Detroit.
 July 23-24—Detroit. Trips to Ford Museum and automobile plant.
 July 25—Ann Arbor, Battle Creek, Indiana Dunes.
 July 26—Tippecanoe battlefield, La Fayette, Charleston.
 July 27-August 4—At college, reviewing lectures, lesson plans and notebook preparation.



INDEPENDENCE HALL, PHILADELPHIA

GENERAL DESCRIPTION

Teachers, how often have you wished that you had actually seen the places about which you teach? How much more real would Plymouth and the Pilgrims be to you if you had looked upon the famous "Rock" and touched the grave stones marking the last resting places of the "Pilgrim Fathers"! How much more vivid and interest-compelling you could make your teaching! Geography would take on a new meaning if you had actually seen such natural phenomena as Cumberland Gap, the Great Smoky Mountains, the Natural Bridge of Virginia, Tide-water Virginia, the Hudson with its Palisades, the Valley of the St. Lawrence, and Niagara Falls in all its majestic grandeur. Pictures in text-books take on real significance when you are able to point out

Students making the tour will spend four days, from June 12 to 15, at Charleston, attending individual conferences, preparatory group lectures, and reading suggested material which will aid in preparation for field study.

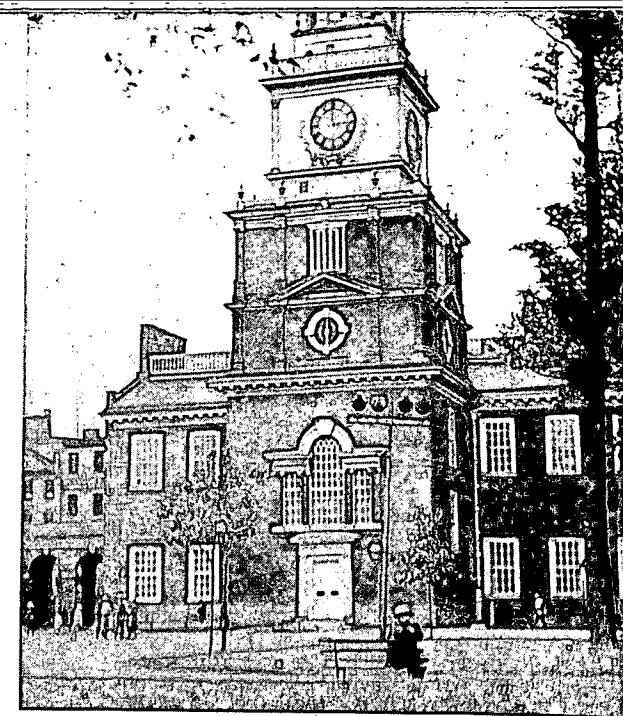
The group will leave Charleston on June 16 in a chartered bus of the comfortable trans-continental type. Forty-one days later the party will return to Charleston (July 26). From July 27 to the close of Summer School on August 4 the tour members will attend reviewing lectures, individual conferences to discuss the significance of the trip as an aid to each individual's own school-room problems, and will correct and amplify the field notes taken preparatory to handing them in for evaluation. The preparation of a lesson plan, covering five days' work or more, showing how the experiences of the tour can be used in the classroom, will be required of all students who wish to obtain full academic



NATURAL BRIDGE, VIRGINIA

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 June 22—Williamsburg, Jamestown, Yorktown.
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Teachers, how often have you wished that you had actually seen the places about which you teach? How much more real would Plymouth and the Pilgrims be to you if you had looked upon the famous "Rock" and touched the grave stones marking the last resting places of the "Pilgrim Fathers"! How much more vivid and interest-compelling you could make your teaching! Geography would take on a new meaning if you had actually seen such natural phenomena as Cumberland Gap, the Great Smoky Mountains, the Natural Bridge of Virginia, Tide-water Virginia, the Hudson with its Palisades, the Valley of the St. Lawrence, and Niagara Falls in all its majestic grandeur. Pictures in text-books take on real significance when you are able to point out the spot where *you* stood, and recount *your* experiences and *your* first-hand impressions.

Realizing that the modern trend is toward a more realistic approach to the social studies, and knowing that text-book knowledge is a poor substitute for first hand experience, Eastern Illinois State Teachers College is offering a 4,600 mile history-geography study tour of Eastern United States and Canada as a part of the 1939 summer school program.

This field study tour will not be a sight-seeing expedition. It will be a STUDY tour, with the students brought to dozens of classrooms of history and geography—where Pickett's charge can be studied on the spot, where the Jamestown colony can be studied at the site of Jamestown, where the Constitution can be given new life and meaning by visiting the actual room wherein it was framed. Mountains, rivers, and plains will be the class rooms of

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During the tour frequent lectures and explanations will be given by the conductor and the geographer. Ample time will be given for note taking. On thirteen of the forty-one days there will be no traveling, other than local visits, and on seven additional days travel will be for a half day or less. These days will give opportunity for rest, reflection, and unhurried note writing. On four Sundays out of the six the party will not be traveling, and opportunity to attend church services will be given on all Sundays.

The party will be in charge of Dr. Charles H. Coleman, Associate Professor of the Social Sciences and an instructor in American history and government of many years' experience. The lady who will act as chaperone will be an experienced teacher of geography. The group will stop at hotels and carefully

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All the social studies—history, geography, government, economics, sociology—will take on a new meaning. The working of the Federal government will be more than facts in a book after having spent three days in Washington, after having seen the Norris dam of the T. V. A., after having visited National Parks and Forests in the Great Smokies and the White Mountains. International relations will have a new significance after going through the Customs into Canada, after visiting the bit of old France that is preserved in Quebec. Mill towns in New England, New York harbor dotted with steamers flying a score of foreign flags, the industrial exhibits of the New York World's Fair—all will give a new vitality to economics as a class room subject. Seeing how our fellow citizens live in fifteen States, on farms, in cities and in sleepy New England villages, will make sociology an adventure.

Field notes, taken on the spot, will not only help the teacher make the most effective use of his experiences in his own class room, but will also entitle the members of the tour to full college credit, 8 to 12 quarter hours, the same as if in college on the campus for the full summer term. This academic credit will be in elective history and geography, the amount and kind to be determined by conference between student and instructor.

The group will leave Charleston on June 16 comfortable trans-continental type. Forty-one days to Charleston (July 26). From July 27 to the August 4 the tour members will attend reviewing lectures to discuss the significance of the trip as an aid to room problems, and will correct and amplify the to handing them in for evaluation. The preparatory five days' work or more, showing how the experience the classroom, will be required of all students who credit (12 quarter hours in elective history or geo

During the tour frequent lectures and explanations by the conductor and the geographer. Ample time will thirteen of the forty-one days there will be no travel and on seven additional days travel will be for rest and will give opportunity for rest, reflection, and untraveled Sundays out of the six the party will not be traveling church services will be given on all Sundays.

The party will be in charge of Dr. Charles H. Coleman of the Social Sciences and an instructor in American history with many years' experience. The lady who will act as an experienced teacher of geography. The group will be selected tourist camps. The party is limited to college students in good standing, and in good financial condition.

Each person may take a large suitcase and a trunk. Three days in Washington, D. C., six days in New York, Boston, one and a half days in Montreal, and one day opportunity to have laundry work done. If desired, have garments mailed to them at any overnight stop. A detailed itinerary, with address for each night, should be mailed each student before the start of the tour.

WHAT THE TOUR WILL COVER

Every effort is being made to hold the cost of the tour to a figure consistent with comfort. The college will cover college registration, transportation, meals, note book and maps. Other expenses, to be paid by the student for 41 days (estimated at \$60), laundry (estimated at \$15), dentals, souvenirs, etc. (estimated at \$15). This includes members of the tour will be in Charleston, attending to necessary matters at the college for four days before the tour and necessary expenses for these days should be considered.

DIRECTIONS FOR ENROLLING

Application to make the tour should be made to Dr. Charles H. Coleman, Eastern Illinois State Teachers College, not later than June 1, 1939, accompanied by a postal money order for \$25 made out to Dr. Coleman. This deposit will be applied on the \$150 collected by the college. It will be refunded if the person decides not to take the trip provided a substitute is found to take his place. The party is limited to 25 students, and reservations will be made in the order in which they are received, but in no case after June first. Promptness is recommended to insure a place on the tour. The balance of \$125 will be due at the time of registration for the course at the college (June 12). Requests for additional information about the field study course should be directed to Dr. Coleman.



MOUNT VERNON



FRANCE IN AMERICA

upon the famous "Rock" and touched the
places of the "Pilgrim Fathers"! How
telling you could make your teaching!
if you had actually seen such natural
the Great Smoky Mountains, the Natural
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ains!

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working of the Federal government will be
ing spent three days in Washington, after
V. A., after having visited National Parks
and the White Mountains. International
nce after going through the Customs into
France that is preserved in Quebec. Mill
harbor dotted with steamers flying a score
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During the tour frequent lectures and explanations will be given by the
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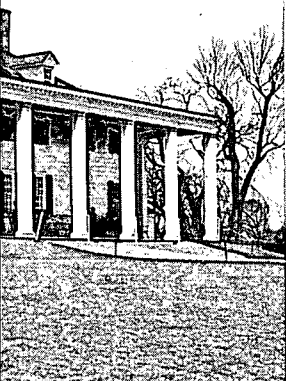
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Three days in Washington, D. C., six days in New York City, two days in
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have garments mailed to them at any overnight stopping place on the route.
A detailed itinerary, with address for each night's lodging, will be furnished
each student before the start of the tour.

WHAT THE TOUR WILL COST

Every effort is being made to hold the cost of the trip to the lowest possible
figure consistent with comfort. The college will collect \$150 from each student.
This will cover college registration, transportation, lodging, admissions, and field
note book and maps. Other expenses, to be paid by each student, include meals
for 41 days (estimated at \$60), laundry (estimated at \$10) and personal inci-
dentals, souvenirs, etc. (estimated at \$15). This makes a total of \$235. The
members of the tour will be in Charleston, attending lectures, conferences, etc.,
at the college for four days before the tour and nine days after its completion.
Necessary expenses for these days should be considered.

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FRANCE IN AMERICA. A STREET IN OLD QUEBEC

**EASTERN ILLINOIS STATE TEACHERS COLLEGE
CHARLESTON, ILLINOIS**

Announcing



Summer Session, June 16--Aug. 8, 1941

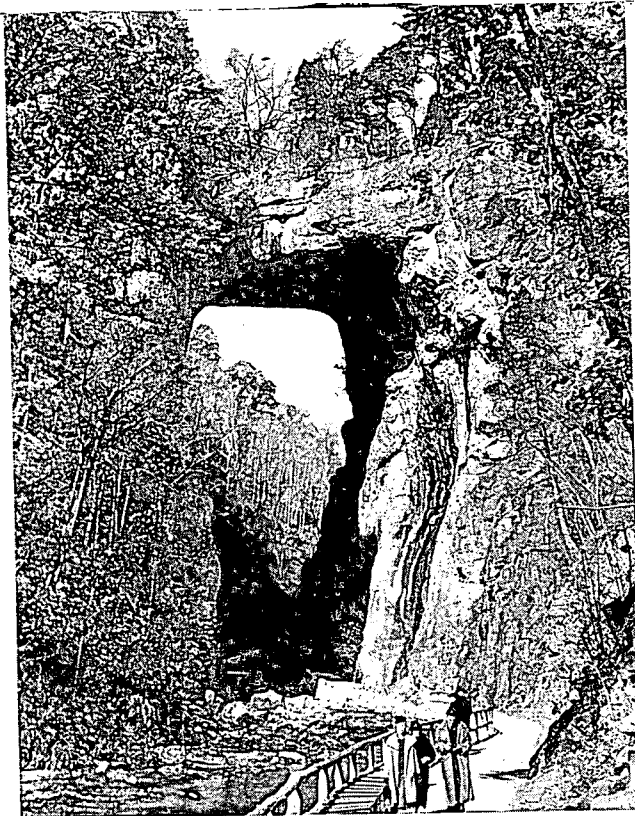
EASTERN UNITED STATES

4800 miles—41 Field days—12 College credits

Geography ★ ★ ★ History

[Printed by Authority of the State of Illinois]
JOHN STELLE, Governor





NATURAL BRIDGE of VIRGINIA



EASTERN ILLINOIS STATE TEACHERS COL

The **EAST**



Summer 1941

41 Field Days

GEOGRAPHY



HIST

An Invitation

College students and teachers desiring college credit, are invited to join a field study class for the summer school of 1941. For six weeks, over a 4,800 mile route through the South and East, this group will study geography and history while making contact with current American life. You are invited to join this traveling class and bring life and new meanings to the printed page through direct, personal experiences in the stimulating world of realities.

Range of Field Activities

Field activities planned range from visits in taineer homes up "shoe-string" southern valleys to sea fishing off the New England coast. They vary from direct observation of federal government procedure, Wall Street stock transactions, and Provincetown oyster production, to strolling through the halls of the White House, standing at the grave of John F. Standish, and reliving Hawthorne's emotions at the "foot" of the Great Stone Face. They range from 24 hours in New York's slums to a day of surf bathing at Virginia Beach.

Traveling Accommodations

Travel will be by comfortable busses or private automobiles. Camp sites are selected in state parks and private tourist parks. A crew of camp stewards will report and set up new water-proof, lighted tents with sewed-in bottoms and mosquito-proof windows and screens. The stewards install sturdy camp cots and kapok mattresses; each person provides his own blankets. A small tent with only three companions assure a degree of privacy. A special, experienced cook—knows that life in the out-of-doors develops healthy appetites—will prepare the meals.

College Credits Earned

Twelve (quarter) hours of college credits, "load" for the 8-weeks summer session, may be earned in these field studies: history, 4 or 8 hours; geography, 4 or 8 hours. The geography courses count as minor or major in geography or as electives in the curriculum. All social science courses count as electives in any curriculum and two U. S. History courses of social science majors and elementary teachers taken in this field term.



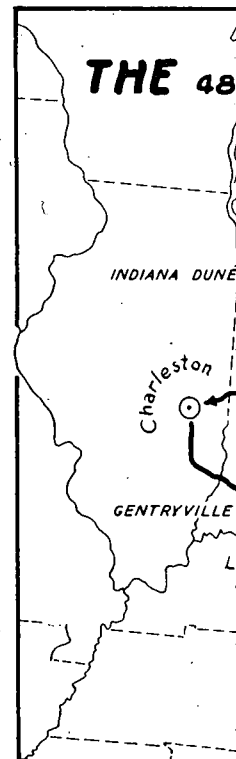
NATURAL BRIDGE of VIRGINIA

Range of Field Activities

Field activities planned range from visits in mountaineer homes up "shoe-string" southern valleys to deep-sea fishing off the New England coast. They vary from direct observation of federal government proceedings, Wall Street stock transactions, and Provincetown art colony production, to strolling through the halls of Mt. Vernon and Monticello, standing at the grave of Miles Standish, and reliving Hawthorne's emotions at the "foot" of the Great Stone Face. They range from two hours in New York's slums to a day of surf bathing on Virginia Beach.

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EASTERN ILLINOIS STATE TEACHERS COLLEGE

The EAST ★ Summer 1941

41 Field Days

GEOGRAPHY



HISTORY

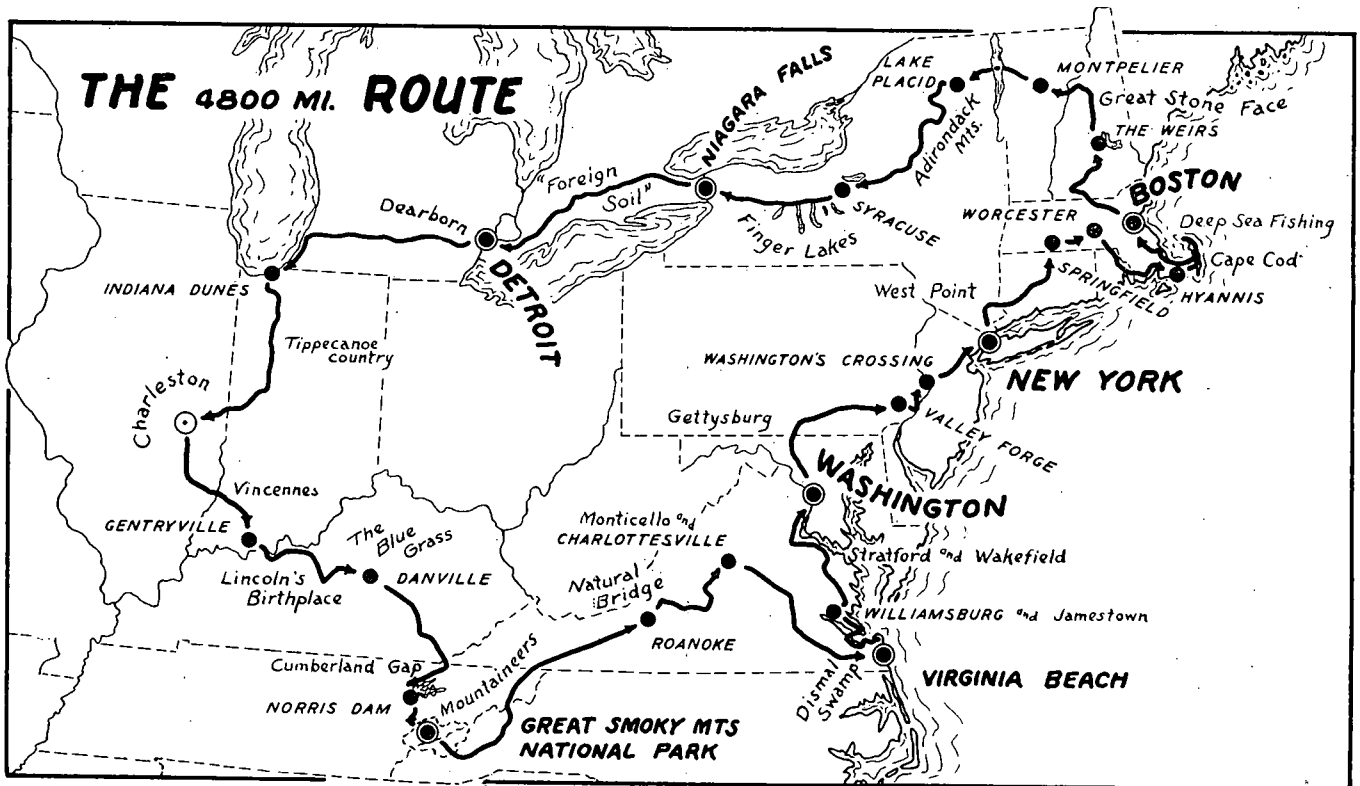
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Twelve (quarter) hours of college credits, a regular "load" for the 8-weeks summer session, may be earned in these field studies: history, 4 or 8 hours; geography, 4 or 8 hours. The geography courses count toward a minor or major in geography or as electives in any curriculum. All social science courses count as electives in any curriculum and two U. S. History courses required of social science majors and elementary teachers may be taken in this field term.

(Necessary minor adjustments)
Monday, June 16—Friday, June 20—Chicago
Saturday, June 21—Vincennes
Sunday, June 22—Ft. Knoxville

Monday, June 23—Kentucky Dam
Tuesday, June 24—T.V.A. Nat'l. Park
Wednesday, June 25—Great Smoky Mountains
Thursday, June 26—Cherokee National Monument
Friday, June 27—Natural Bridge
Saturday, June 28—Monticello
Sunday, June 29—Virginia Beach
Monday, June 30—Norfolk, Virginia
Tuesday, July 1—Jamestown
Wednesday, July 2—Mt. Vernon
Thursday, July 3—Washington
Friday, July 4—Washington
Saturday, July 5—Washington
Sunday, July 6—Washington
Monday, July 7—Frederick, Maryland
Tuesday, July 8—Philadelphia
Wednesday, July 9—Princeton

★
"Good teaching knowledge in real sense of"



SCHEDULE and ITINERARY

(Necessary minor adjustments may be made in itinerary)

Monday, June 16—Friday, June 20—On campus preparatory period
 Saturday, June 21—Vincennes, Wabash country, Gentryville
 Sunday, June 22—Ft. Knox, Lincoln's Birthplace, Bardstown, Danville

Monday, June 23—Kentucky Mountains, Cumberland Gap, Norris Dam

Tuesday, June 24—T.V.A. region, Knoxville, Great Smoky Mt. Nat'l. Park

Wednesday, June 25—Great Smoky Mountain National Park

Thursday, June 26—Cherokee Indian Res., Dixie Cavern, Roanoke

Friday, June 27—Natural Bridge, Appomattox, Charlottesville

Saturday, June 28—Monticello, Richmond, Virginia Beach

Sunday, June 29—Virginia Beach

Monday, June 30—Norfolk, Newport News, Langley Field, Williamsburg

Tuesday, July 1—Jamestown, Yorktown, Stratford, Fredericksburg

Wednesday, July 2—Mt. Vernon, Alexandria, Washington

Thursday, July 3—Washington

Friday, July 4—Washington

Saturday, July 5—Washington

Sunday, July 6—Washington

Monday, July 7—Frederick, Gettysburg, Valley Forge

Tuesday, July 8—Philadelphia, Washington's Crossing

Wednesday, July 9—Princeton, Newark Airport, New York City

"Good teaching encourages first-hand knowledge in which the student has a real sense of personal ownership."

—H. W. Dodds

Thursday, July 10—New York City

Friday, July 11—New York City

Saturday, July 12—New York City

Sunday, July 13—New York City

Monday, July 14—Palisades, West Point, Connecticut, Springfield

Tuesday, July 15—Holyoke, Worcester

Wednesday, July 16—Blackstone Valley, New Bedford, Hyannis

Thursday, July 17—Cape Cod, Provincetown, Plymouth

Friday, July 18—Quincy, Wellesley, Boston

Saturday, July 19—Boston

Sunday, July 20—Boston

Monday, July 21—Boston

Tuesday, July 22—Lexington, Concord, Mt. Monadnock, The Weirs

Wednesday, July 23—Great Stone Face, White Mts., Montpelier

Thursday, July 24—Burlington, Lake Champlain Ferry, Lake Placid

Friday, July 25—Adirondack Mts., Syracuse

Saturday, July 26—Finger Lakes, Niagara Falls

Sunday, July 27—Niagara Falls

Monday, July 28—London, Windsor, Detroit

Tuesday, July 29—Detroit and Dearborn

Wednesday, July 30—Ann Arbor, Battle Creek, Indiana Dunes State Park

Thursday, July 31—Tippecanoe Battleground, Charleston

Friday, August 1—Friday, August 8—On campus period

"We learn from books really only when their contents are interpreted by life and experience."

—H. H. Horne

Wide Choice in Courses and Interests

Students may earn, as qualified, junior college or senior college credits. All senior college offerings are new. Credit earnings may be divided, as desired, between history and geography.

The first and the last of the eight weeks of summer session will be used on campus in preparation for the field and in summarizing activities. The travel schedule permits use of many days in intensive study of interesting areas and much additional time for observation and study while enroute. Each student will receive a field study guide book and may elect to undertake projects along lines of personal interest.

Enjoying all Sundays except the first as free days and following a liberal schedule, the group will find ample time for recreational and social activities. True education and true re-creation are related. A staff experienced in field work and a full and varied program assure students maximum values and a stimulating, enriching educational and social experience.

Low Cost Made Possible by College

Eastern Illinois State Teachers College provides for transportation on a non-profit basis. All camping equipment is newly purchased for free use by field study groups. These recent arrangements permit far lower costs than before have been possible.

Each student will pay a camp fee of \$110. This purchases transportation, meals (except eight city lunches) and camp site rentals for the forty-one days in the field. Expenses not included in the above are: Admissions fee (total of all the various admission fees required on the trip, with reductions secured) \$15; Eastern Illinois State Teachers College summer session registration fee \$10.75; and costs of eight lunches while in Washington and New York, about \$4. The few days living expenses in Charleston before and following the trip are also additional. Remaining expenditures (for laundry service, souvenirs and entertainments) can be slight and depend entirely upon the student.

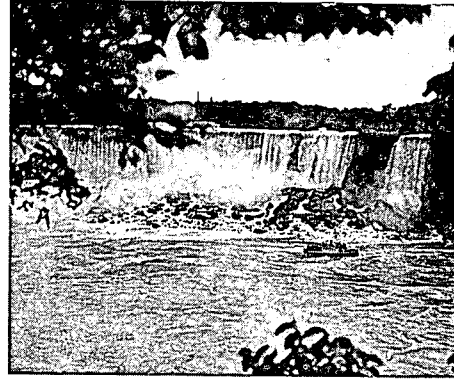
Each student provides his own blankets. Upon application for a registration blank each is furnished a suggested clothing list compiled by the field studies Hostess.

How to Join the Traveling Class

Registration must be completed by May 3. Enrollment will be restricted and early applicants favored. Write for fuller details and a registration blank (no obligation), addressing:

Prairie State Field Studies
Eastern Illinois State Teachers College
Charleston, Illinois

Inquiries are welcomed.



NIAGARA FALLS

"The map does not take the place of an actual journey.—The logically formulated material of a branch of learning—is no substitute for the having of individual experiences."

—John Dewey

"The professor and student in a university,—the man in public life and his local constituents, can learn greatly by much reading, much study and much discussion—But the result of it all is almost inevitably tinged with provincialism or narrowness if it is not supplemented by 'field work,'—by—observation in a field which covers the entire nation."

—Franklin D. Roosevelt

"We learn what we live."

—W. H. Kilpatrick

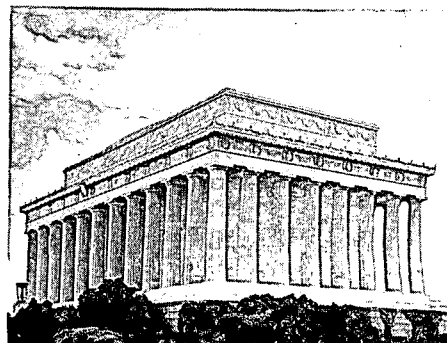
"--- a very thirst for transition from book learning to original direct observation of men, of facts and things, of nature, as inexhaustible sources of new knowledge."

—Henry F. Osborn

"True subject matter of education consists not only of words in textbooks, but of first-hand, directed experiences with real things and real people."

—Edgar C. Bye

LINCOLN MEMORIAL, WASHINGTON





Eastern Illinois State Teachers College Bulletin

Charleston, Illinois

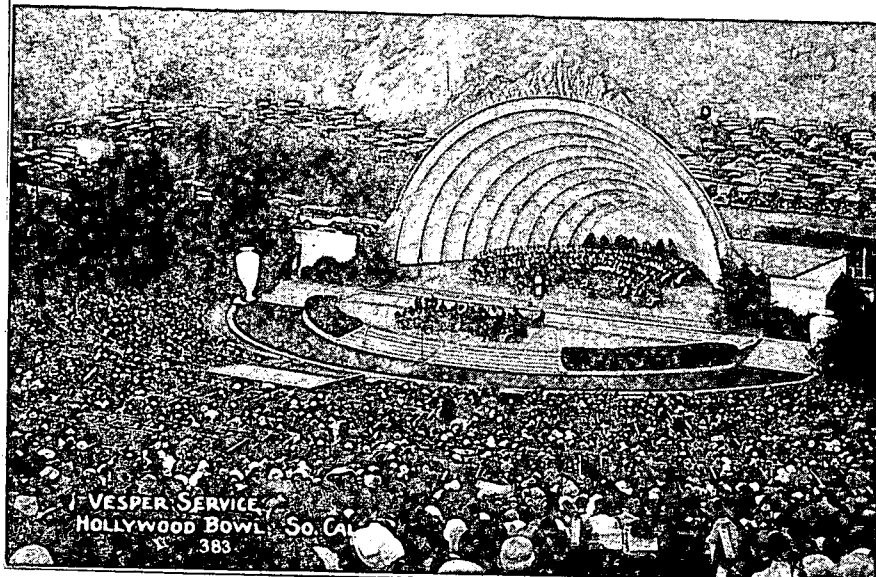
No. 176 October 1, 1946

Announcing

THE AMERICAN SOUTHWEST

A GEOGRAPHY-HISTORY TOUR
SUMMER SESSION, 1947, JUNE 1-AUG. 1
7,500 Miles - 45 Field Days - 12 College Credits

Eastern Illinois State Teachers College Bulletin, issued quarterly,
by the Eastern Illinois State Teachers College, Charleston, Illinois.
Entered March 5, 1902, as second class matter, at the post office at
Charleston, Illinois. Act of Congress, July 16, 1894.



1947 Field Trip Bulletin

SCHEDULE AND ITINERARY

(Necessary minor adjustments may be made in itinerary)

- Monday, June 9—Wednesday, June 11—Preparatory work on campus.
- Thursday, June 12—Field Trip begins at 8 a. m. Vandalia, Old State Capitol, Grant City State Park, Cairo.
- Friday, June 13—Reelfoot Lake, Memphis, Brinkley (Arkansas).
- Saturday, June 14—Little Rock, Hot Springs, Texarkana.
- Sunday, June 15—Marshall, Longview, Kilgore and the world's greatest oil fields, Tyler and the rose "capital" of America.
- Monday, June 16—Corsicana, Waco, Temple, Austin and the University of Texas.
- Tuesday, June 17—San Marcos, San Antonio: the Alamo.
- Wednesday, June 18—Uvalde, Del Rio, Sanderson.
- Thursday, June 19—Alpine, Ft. Davis, Pecos, Carlsbad Caverns.
- Friday, June 20—El Paso, Juarez (south of the border).
- Saturday, June 21—Las Cruces, Elephant Butte Dam, Ft. Craig, Isleta Mission, Albuquerque.
- Sunday, June 22—Day of rest at Albuquerque.
- Monday, June 23—Santa Fe, Indian Pueblo and Missions, Chama.
- Tuesday, June 24—Pagosa Springs, Durango, Mesa Verde Nat. Park.
- Wednesday, June 25—Shiprock, Gallup, Petrified Forest.
- Thursday, June 26—Holbrook, Painted Desert, Winslow, Diablo Canyon, Meteor Crater, Walnut Canyon, Flagstaff.
- Friday, June 27—Grand Canyon National Park.
- Saturday, June 28—Cameron (dinosaur tracks), Navajo Bridge, Kanab, Zion National Park.
- Sunday, June 29—Half day of rest at Valley of Fire State Park.
- Monday, June 30—Boulder City (via boat on Lake Mead), Boulder Dam, Las Vegas, Death Valley Junction, Stovepipe Wells.
- Tuesday, July 1—Mt. Whitney (climb to highest point in U. S.)
- Wednesday, July 2—Mojave Desert, San Fernando, Los Angeles.
- Thursday, July 3—In Los Angeles (Hollywood).
- Friday, July 4—In Los Angeles and boat trip to Santa Catalina Is.
- Saturday, July 5—Ventura, Santa Barbara, Santa Maria, San Luis Obispo, San Simeon State Park.
- Sunday, July 6—Church and rest most of day at Monterey.
- Monday, July 7—San Jose, San Francisco.
- Tuesday and Wednesday, July 8 and 9—In San Francisco.
- Thursday, July 10—Sacramento, Yosemite National Park.
- Friday, July 11—In Yosemite National Park.
- Saturday, July 12—Tioga Pass, Carson City.
- Sunday, July 13—Rest day in Carson City (trip to Virginia City in afternoon is voluntary).
- Monday, July 14—Reno, Battle Mountain.
- Tuesday, July 15—Salt Lake City.
- Wednesday, July 16—In Salt Lake City (trip to Bingham Canyon).
- Thursday, July 17—Vernal, Nevada. Dinosaur National Monument.
- Friday, July 18—Kremming, Hot Sulphur Springs.
- Saturday, July 19—Rocky Mountain National Park.
- Sunday and Monday, July 20 and 21—In the park (last chance to climb a mountain).
- Tuesday, July 22—Loveland, Denver.
- Wednesday, July 23—Oberlin (Kansas).
- Thursday, July 24—Seneca (Kansas).
- Friday, July 25—St. Joseph, Macon (Missouri).
- Saturday, July 26—Home to Charleston.
- Monday, July 28—Friday, Aug. 1—On-campus period.

AN INVITATION***Earn While You Learn***

You will bring life and new meaning to the printed geography and history page when you join the post-war revival of Eastern's Prairie State Field Studies for a tour of the American Southwest during June and July of 1947.

Moreover, you will earn twelve quarter hours of college credit, a regular "load" for the eight-weeks summer session.

The class will spend 45 days in the field and travel a carefully planned route of 7,500 miles through 12 states under the guidance of a geographer and a historian. Enrollment will be restricted to a limited number of students and teachers who desire to earn college credit while traveling and who are eligible to enroll at Eastern Illinois State Teachers College.

RANGE OF ACTIVITY***Nature's Wonders Collide with History***

The American Southwest is a region unusually rich in historic and geographic interest. There we can see where nature has worked on the grandest scale. The Carlsbad Caverns were produced by percolating ground water, the Grand Canyon by stream erosion, the magnificent Yosemite Valley by glaciation, a three-mile-wide crater by a giant meteor plunging into the earth, and the high Sierras and Rockies by folding and faulting of the earth's crust. On a single day we will see in Death Valley the lowest and on Mt. Whitney the highest elevations in the United States. The early works of man are represented by sites of prehistoric civilizations. There are Indian pueblos and some of the oldest European settlements in the country: early Spanish missions and frontier forts.

We will follow in the footsteps of Spanish explorers, gold seekers, and pioneer farmers. Later human activity has created vast oil fields, great copper mines, huge dams, broad ranches, and intensively cultivated irrigated fields. Our travels will include such diverse urban centers as Memphis, San Antonio, Los Angeles, San Francisco, Salt Lake City, Denver, and the no less sophisticated Las Vegas and Reno, as well as the relatively untouched wildernesses of the Painted Desert, the Mojave, and the great mountain ranges, plains, and plateaus.

ACCOMMODATIONS***We're Hardly Roughing It***

The party will travel in comfortable insured buses and live in well-equipped camps set up by a crew of stewards in state and national parks or private tourist camps. An experienced camp cook will prepare the meals. Members of the class need bring only their blankets and personal equipment. The Field Hostess will supply each applicant with a suggested list of clothing and other necessities.

COURSES INCLUDED***Credit Where Credit Is Due***

Twelve quarter hours of college credit, the same number that could be earned on the campus during the eight weeks, may be gained through the field studies. The courses are all new and may be counted for either junior or senior college credit as electives in any curriculum. The two geography courses may be substituted for certain of the required courses for a major or minor in geography. The course in the history of the Trans-Mississippi West, in like manner may be substituted for certain of the required courses for a major or minor in social science.

BOOKS, TOO***But You Major in Travel***

The field equipment will include a choice small library of reference books and maps. Students will be aided in selecting and carrying out field projects along lines of personal interest correlated with the courses. A considerable part of the instruction will be through informal lecture and directed observation in the field. These will be supplemented and integrated by scheduled lectures at certain of the camp sites. The instruction is planned to retain the spontaneous pleasures of travel while assuring the educational values implied by granting college credits. The emphasis will be on seeing, doing, and enjoying things, rather than on reading and hearing about them.

EXPENSES***Could You Live at Home on \$300?***

It is expected that the cost of this trip will not exceed \$300, excluding such items as souvenirs and other personal outlays, but including transportation, meals, camping facilities, admissions to scheduled points of interest and college fees. Applicants will be furnished with a revised estimate of cost well in advance of the starting date. Veterans will be informed upon request of that part of the cost which can be borne by the Veterans' Administration.

REGISTRATION***How to Join the Traveling Class***

Registration must be completed by the first week of May. Early applicants will be favored. Write for full details and a registration blank (no obligation), addressing
PRAIRIE STATE FIELD STUDIES
Eastern Illinois State Teachers College
Charleston, Illinois

1947 Field Trip Bulletin

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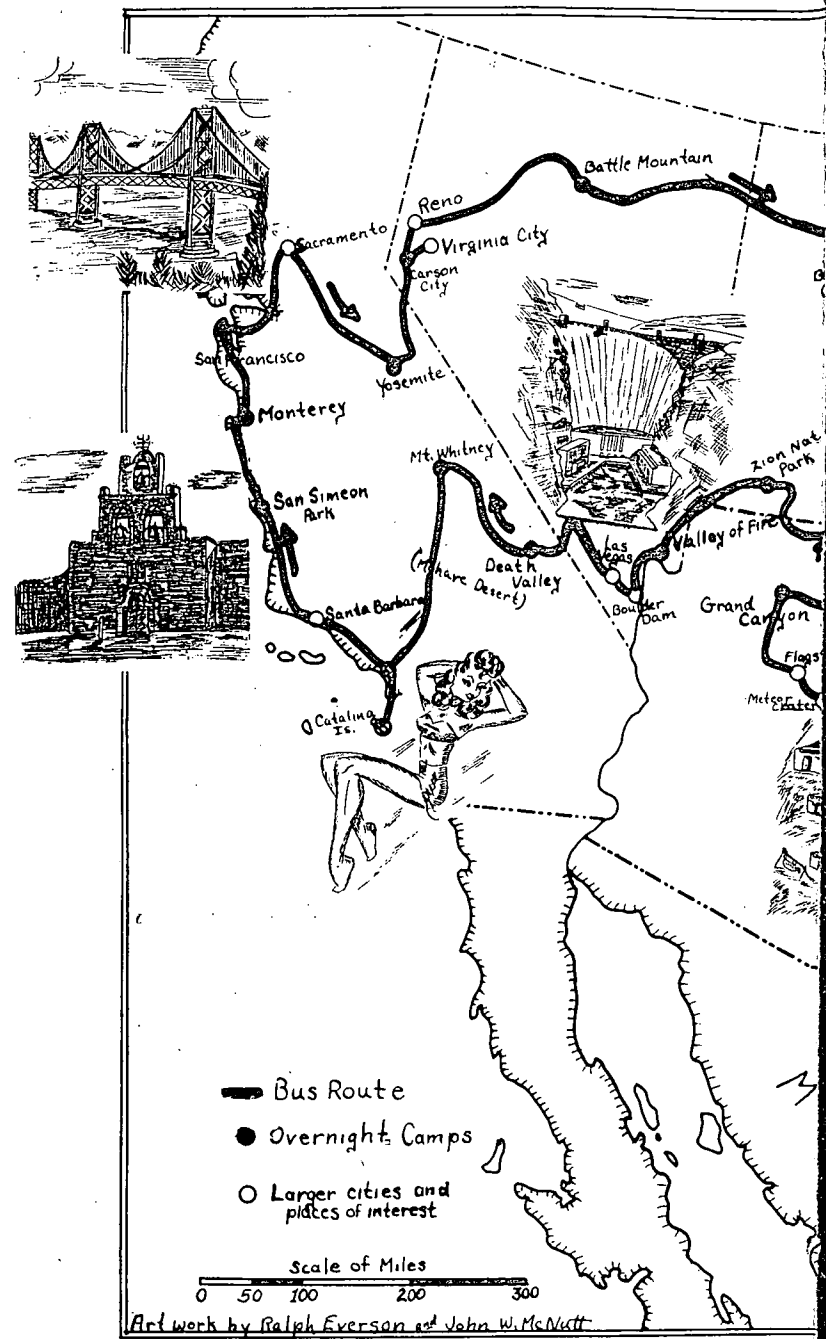
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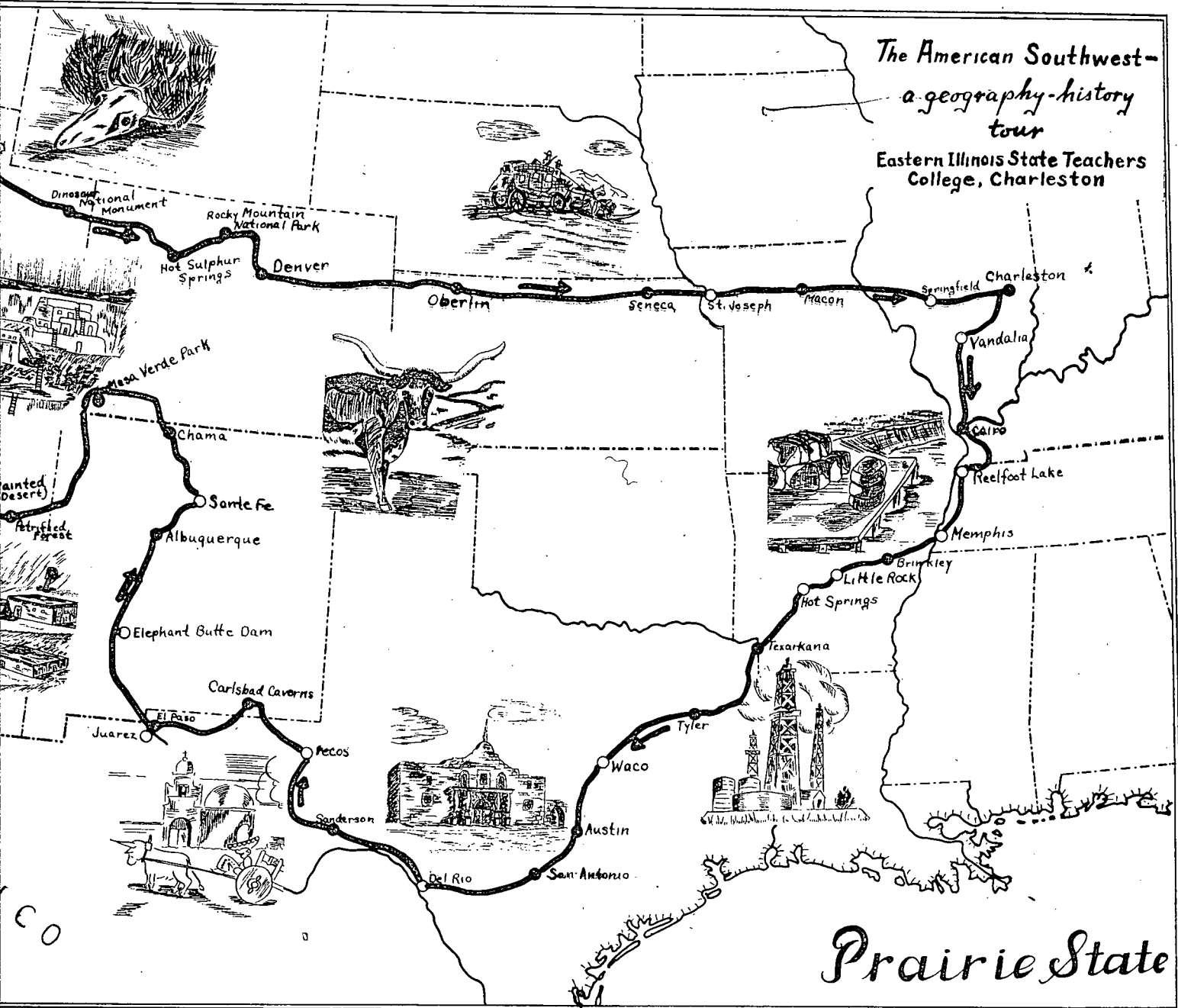
Slide with History

a region unusually rich in
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blankets and personal
ll supply each applicant
nd other necessities.





The American Southwest -
a geography-history
tour
Eastern Illinois State Teachers
College, Charleston

Prairie State
Field Studies

1948 Field Trip Bulletin

The trip was canceled.

EASTERN ILLINOIS STATE COLLEGE BULLETIN

Number 181

January 1, 1948



THE AMERICAN NORTHEAST

A TOUR OF NEW ENGLAND AND
FRENCH CANADA

Summer Session, 1948, June 14 to August 6
4,000 Miles—43 Days in the Field—12 College
Credits in Geography and History

Eastern Illinois State College Bulletin, issued quarterly, by the Eastern Illinois State College, Charleston, Illinois. Entered March 5, 1902, as second class matter, at the post office at Charleston, Illinois. Act of Congress, August 24, 1912.

1948 Field Trip Bulletin

The trip was canceled.

will be set up and waiting when the day's activities are over. The bus will be operated by a selected professional driver.

As a good camper, you will look after your own bed and baggage, help yourself at the table, perhaps wash your own plate when you have finished, and serve your other personal needs, but there will be no arduous camp duties to interfere with more desirable activities.

EDUCATION WITH A MEANING:

The Prairie State Field Studies tours offer a genuine service to students and teachers who must face the sometimes difficult choice of whether to take a vacation or earn credits at summer school. Travel, particularly where most of the troublesome details of arrangements are left to someone else, can be highly enjoyable. Coupled with camping and daily association with new friends, it does, in the words of one tourist, get a person out of any rut in which he may be trapped.

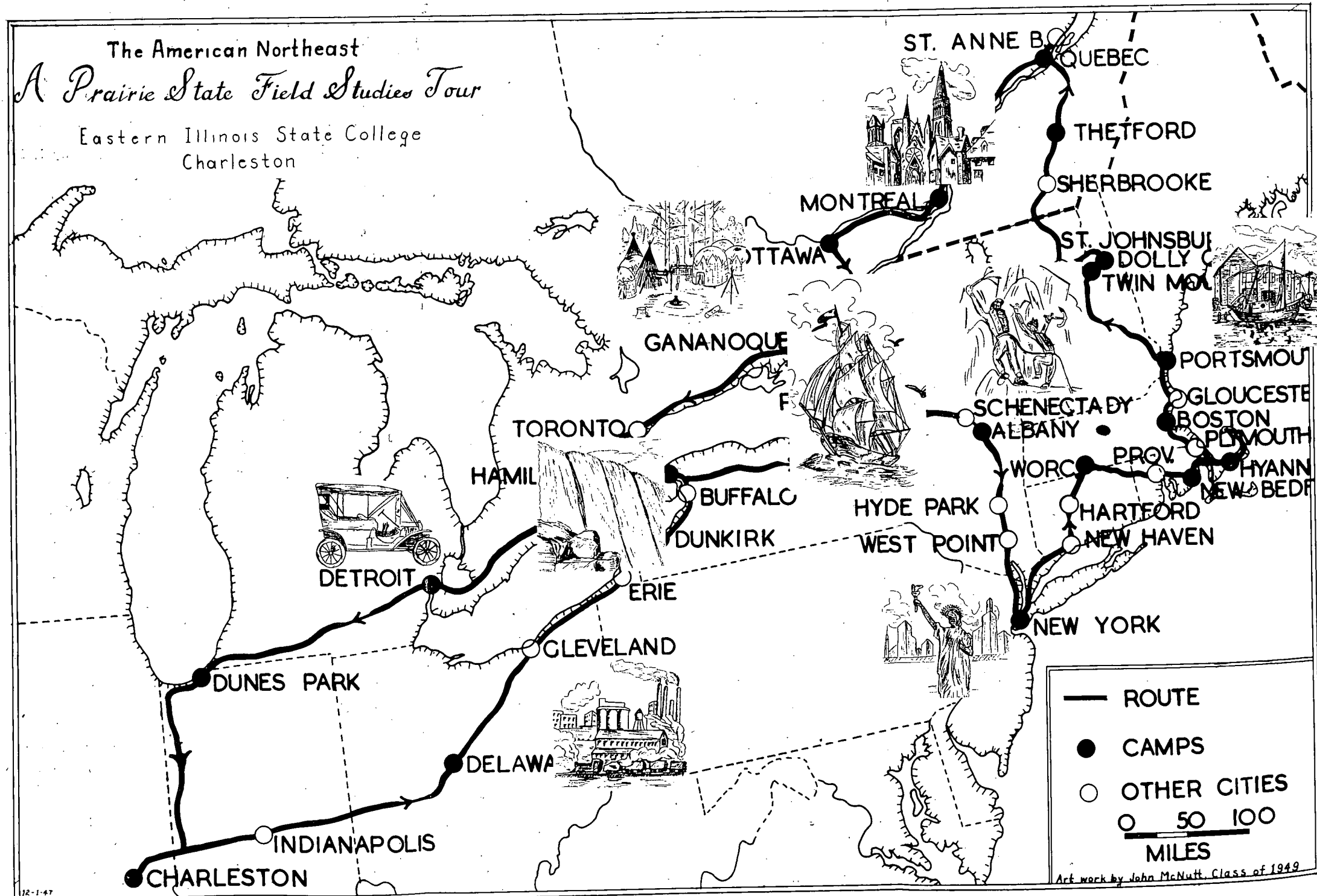
The field study courses are academically sound. The study of both geography and history is notably brought to life by actually seeing and understanding the areas involved. Each subject complements the other, especially when studied together in the field where each instructor knows exactly what the other has done and said. Directed observation, selected readings, and oral explanation and discussion combine to give vivid impressions that can be carried into the classroom to improve the quality of your teaching. Teachers may also learn the techniques of field study and adapt them to their work through local trips.

WE CAN'T TAKE EVERYBODY:

The 1948 field studies class will be limited to approximately 25 students. A congenial group is desired, individually competent to enjoy the trip and profit from the study. You should judge for yourself whether you fit into the plans that have been outlined here. As minimum requirements, tour authorities demand that you be eligible to enroll at Eastern Illinois State College, that you present a health certificate from your physician, and convince the instructors that you have the necessary background and seriousness of purpose for the two courses you select. If you are interested in joining the class, you should write, as early as possible, to:

Prairie State Field Studies,
Eastern Illinois State College,
Charleston, Illinois.

The trip was canceled.



SCHEDULE AND ITINERARY

(Minor changes in itinerary and location of camps may be necessary.)

Monday, June 14-Wednesday, June 16—Preparatory work on campus.

Thursday, June 17—Field Trip begins at 8 a. m., Indianapolis, Delaware (Ohio).

Friday, June 18—Cleveland, Erie, Dunkirk (N. Y.).

Saturday, June 19—Buffalo, Niagara Falls.

Sunday, June 20—In Niagara Falls area.

Monday, June 21—Finger Lakes Region, Richland Springs (N. Y.).

Tuesday, June 22—Erie Barge Canal, Mohawk Turnpike, Schenectady, Albany.

Wednesday, June 23—Hyde Park, West Point, New York City. (Visit to Republican National Convention at Philadelphia may be arranged.)

Thursday, June 24-Monday, June 28—New York City and vicinity.

Tuesday, June 29—New Haven, Hartford, Springfield, Worcester.

Wednesday, June 30—Providence, New Bedford.

Thursday, July 1—Martha's Vineyard boat trip may be arranged, Hyannis.

Friday, July 2—Sight-seeing on Cape Cod.

Saturday, July 3—Plymouth, Marshfield, Quincy, Boston.

Sunday, July 4-Tuesday, July 6—In Boston area.

Wednesday, July 7—Gloucester, Newburyport, Portsmouth (N. H.).

Thursday, July 8—Lake Winnepesauki, Old Man of the Mountain, Twin Mountain.

Friday, July 9—Through White Mountains to Dolly Copp Camp near Gorham.

Saturday, July 10-Sunday, July 11—Hiking or resting in camp in White Mountains area.

Monday, July 12—St. Johnsbury, Sherbrooke, Thetford Mines (Quebec).

Tuesday, July 13—Quebec.

Wednesday, July 14-Thursday, July 15—Quebec and St. Anne de Beaupre area.

Friday, July 16—Trois Rivieres, Montreal.

Saturday July 17-Sunday July 18—In Montreal area.

Monday, July 19—Ottawa.

Tuesday, July 20—In Ottawa area.

Wednesday, July 21—Prescott, Gananoque.

Thursday, July 22—In Thousand Islands area. Boat trip may be arranged.

Friday, July 23—Toronto, Hamilton.

Saturday, July 24—Windsor, Detroit.

Sunday, July 25-Tuesday July 27—In Detroit area.

Wednesday, July 28—Indiana Dunes State Park.

Thursday, July 29—Charleston.

Friday, July 30—Friday August 6—On Campus.

PRAIRIE STATE

YOU'RE INVITED

You can enjoy exceptional opportunities on the Prairie State tour of England and France in 1948. The class will travel over a carefully planned route and two provinces.

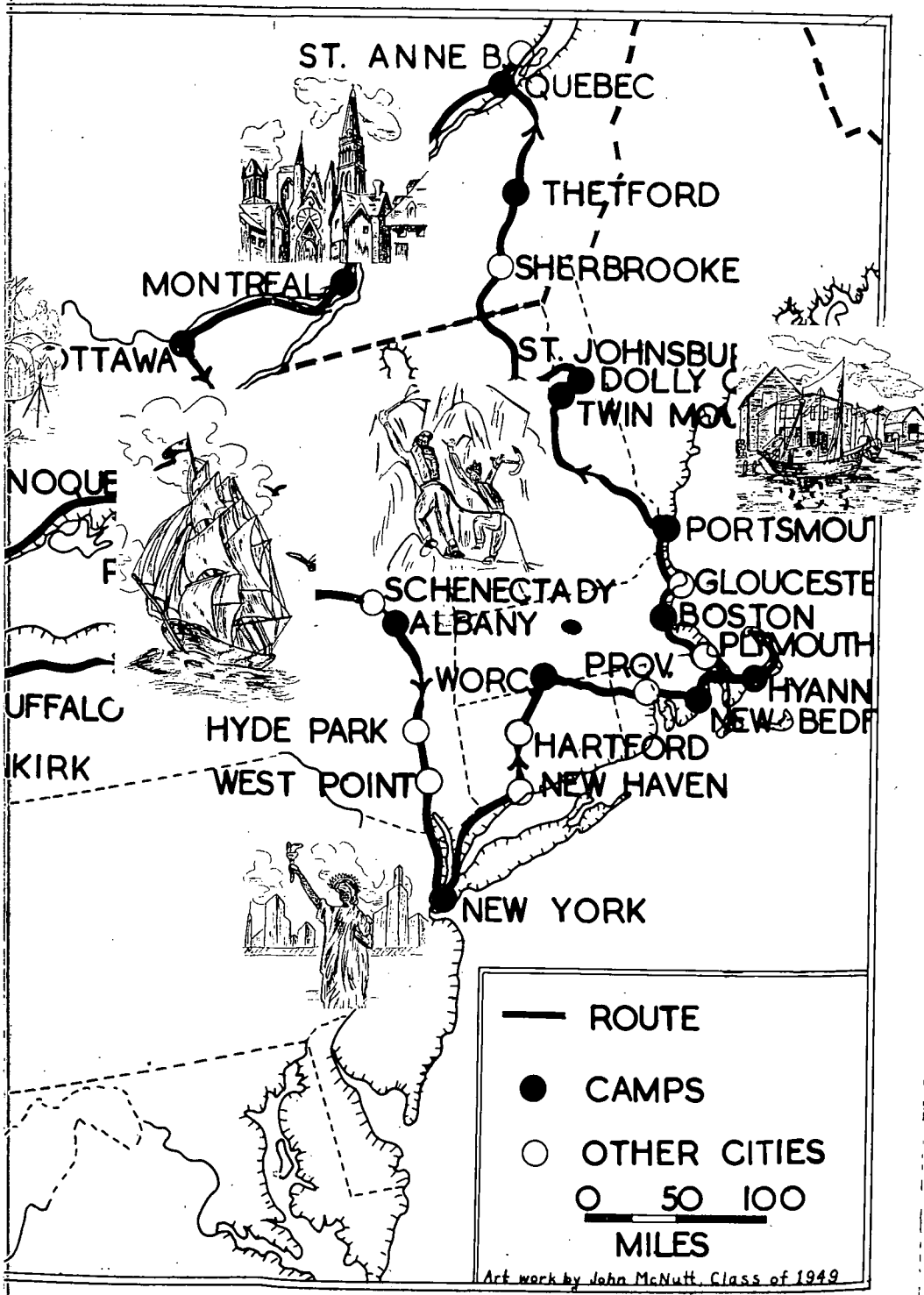
The trip will include geography and social studies. Eastern Illinois State College is offering credit for these studies. A full summer session of credit will be given to students and teachers who travel while traveling at Eastern Illinois State College.

WHERE WE GO

The field studies will include Pennsylvania, New England, Quebec, Ontario, and New York City.



Dr. Elton Scott, Director, addresses the splendors of the American Tour Historian, sits



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Thursday, July 29—Charleston.

Friday, July 30—Friday August 6—On Campus.

PRAIRIE STATE FIELD STUDIES ENABLE EASTERN STATE STUDENTS TO TRAVEL, LEARN, EARN CREDIT

YOU'RE INVITED:

You can enjoy both a grand vacation and an exceptional opportunity for learning if you join the Prairie State Field Studies in a tour of New England and French Canada during June and July of 1948. The class will spend forty-three days in the field and travel approximately 4,250 miles over a carefully planned route through ten states and two provinces.

The trip will be conducted by the heads of the geography and social science departments of Eastern Illinois State College and the instruction offered in these subjects will carry twelve quarter hours of credit, the amount commonly earned during a full summer session at the college. An invitation to apply for enrollment is extended to students and teachers who desire to earn college credit while traveling and who are eligible to enroll at Eastern Illinois State College.

WHERE WE GO:

The field study class will cross Indiana, Ohio, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, Quebec, Ontario, and Michigan. The greater part



It's wash day for part of the group which took a 7,500 mile Southwestern tour under the auspices of the Prairie State Field Studies last summer.

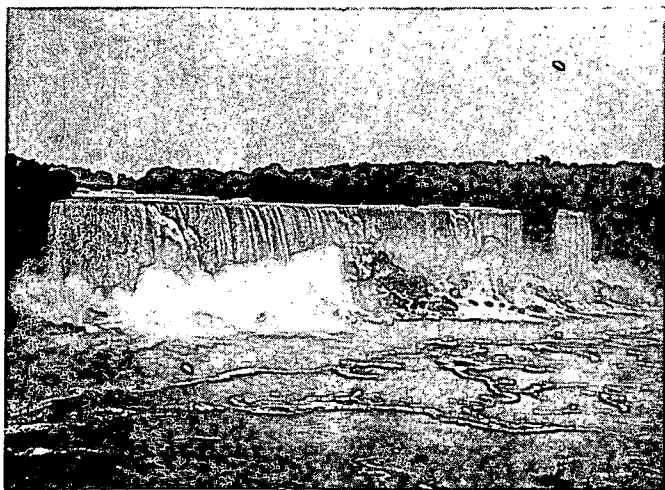


Dr. Elton Scott, Geography Department Head and Tour Director, addresses a class on his subject amid the natural splendors of the American Southwest. Dr. C. H. Coleman, Tour Historian, sits in right foreground.

of the time will be spent in New York, New England, and French Canada. The map and itinerary given here suggest the many places of unique interest that will be enjoyed. The current material elements of civilization in America represented by the huge steel mills along the shore of Lake Erie and by Radio City, Wall Street, and the port of New York may be contrasted with tiny French-Canadian agricultural villages overshadowed by their church, more like seventeenth-century France and France itself, and with the religious mysticism of Sainte Anne de Beaupre's sacred relics and reports of miraculous cures. Natural wonders such as Niagara Falls, the Palisades of the Hudson, the sand dunes of Cape Cod and of northern Indiana, the White Mountains, and the Thousand Islands will be visited. Such attractions as Admiral Perry's flagship on Lake Erie, a tower reputed to have been built by the Norsemen, Plymouth Rock, Bunker Hill, Chateau Frontenac and the Citadel of Quebec will bring life to the pages of history. One or more days will be spent in New York, Boston, Quebec, Montreal, Ottawa, and Detroit. It may be possible to arrange for seats at the Republican National Convention and spend a day in Philadelphia. There will be a boat trip to Martha's Vineyard or among the Thousand Islands, perhaps both. There will be opportunity for swim-

1948 Field Trip Bulletin

The trip was canceled.



The 1948 field study group will visit this greatest of American natural phenomena, Niagara Falls, on Sunday, June 20. This photo was taken after the recent damaging rock fall.

ming, hiking, mountain climbing and other recreational activities. Every Sunday will be spent in camps accessible to churches and any activities scheduled for those days will be optional.

HOW WE TRAVEL:

The field party travels in a comfortable insured passenger bus, accompanied by a kitchen-utility truck. The group lives in well-equipped camps, four persons to the tent. The camps are set up by a crew of stewards in state parks or private tourist camps. Meals are served by a capable camp cook. Members of the class need bring only their blankets and personal equipment. Each applicant will be supplied with a suggested list of clothing and other necessities. Ordinarily, the tourist will need few things he does not already have.

LEARNING AT FIRST HAND:

The emphasis of the trip will be on seeing, doing, and enjoying things. The courses for credit in geography and history are designed to give increased enjoyment through understanding of the places visited. A considerable part of the instruction will be through informal lectures and directed observation in the field. Lectures and guided tours conducted by local experts will be arranged for some of the places. Students will be aided in selecting and carrying out field projects along lines of personal interest that are correlated with the courses offered. There will be a choice small

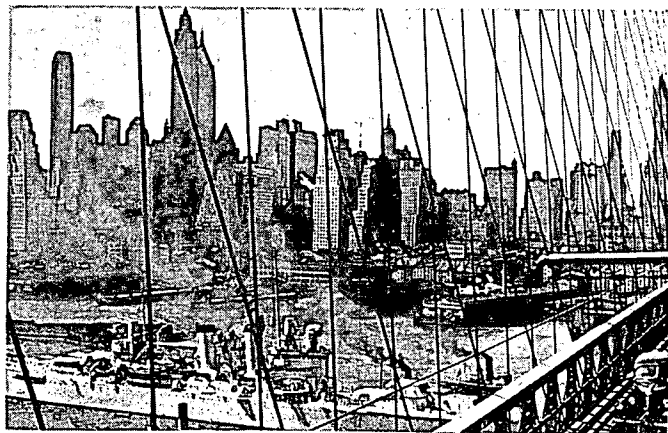
library of reference books and maps useful in interpreting and appreciating the features visited. The instructors in charge of the courses will offer scheduled lectures on the campus before the trip starts, at some of the camps along the route, and on the campus at the end of the trip, to integrate and interpret the results of the field study.

ALL THIS AND CREDIT TOO:

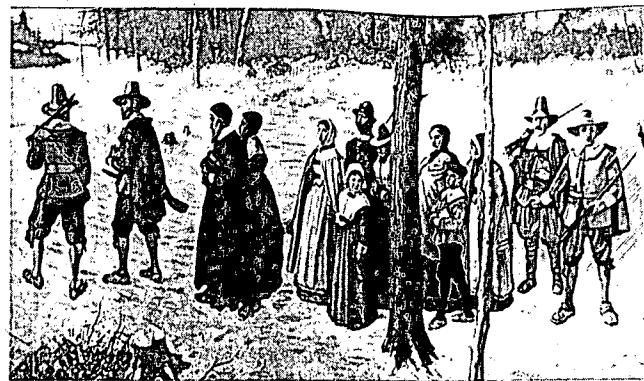
At the same time you are enjoying a fine vacation, making new friends and enlarging your contacts with America, you can gain twelve quarter hours of college credit, the same number that could be earned on the campus during the eight weeks. The courses may be counted for either junior or senior college credit as electives in any curriculum, or may be used for re-certification. The six quarter hours course in **Field Studies in Geography** may be substituted for certain required courses for a major or minor in geography. The six quarter hour course in **Field Studies in American History** may be substituted in like manner for certain of the required courses for a major or minor in social science.

SO MUCH FOR SO LITTLE:

The Prairie State Field Studies trips are operated on a non-profit basis. Eastern Illinois State College furnishes the instructors, makes the arrangements, and supplies some of the equipment and facilities without cost to the student except for the regular registration fees. Detailed advance



No one can see the New York skyline and the Statue of Liberty without thrilling both to the material and spiritual greatness of America. Student tourists will take the famed Staten Island ferry trip late in June. The above photo is taken from Brooklyn Bridge.



New England's rich historic interest is epitomized in the painting "Pilgrims Going to Church." Prairie State tourists will have three centuries of history spread before them in the New England states.

arrangements for camp sites, admission to points of interest, special guide and lecture services and other arrangements assure many economies and other advantages over individual travel. Camp living, camp food, and chartered buses also help keep expenses at a minimum.

The over-all cost for the trip will be relatively low, but college authorities hesitate in these days of rapidly changing prices to promise, over six months in advance, exactly how much will be charged. It is believed that the cost will be between \$250 and \$300. You will not be expected to make a final commitment to go on the trip until a more exact quotation can be made. The over-all charge will include transportation, meals, camping facilities, and admission to scheduled points of interest. However, such items as souvenirs, non-scheduled entertainment, lunches in some of the big cities, living expenses for eight days at Charleston, and the usual college registration fees, totaling perhaps \$50 in all, will be extra.

YOU'LL BE IN GOOD HANDS:

The faculty members in charge of the field party are the course instructors. Both are competent teachers of the subject matter and have taught it in the field. They are experienced in conducting study tours of this sort and worked together in the successful 1947 Prairie State Field Studies trip of 7,500 miles to the American Southwest. A hostess will supervise the social activities of the group and render first aid when minor ailments occur. A full time cook will serve big camp meals and provide materials for a mid-day sandwich lunch on travel days. A camp manager and stewards will ride the utility truck and the camp

will be set up and waiting when the day's activities are over. The bus will be operated by a selected professional driver.

As a good camper, you will look after your own bed and baggage, help yourself at the table, perhaps wash your own plate when you have finished, and serve your other personal needs, but there will be no arduous camp duties to interfere with more desirable activities.

EDUCATION WITH A MEANING:

The Prairie State Field Studies tours offer a genuine service to students and teachers who must face the sometimes difficult choice of whether to take a vacation or earn credits at summer school. Travel, particularly where most of the troublesome details of arrangements are left to someone else, can be highly enjoyable. Coupled with camping and daily association with new friends, it does, in the words of one tourist, get a person out of any rut in which he may be trapped.

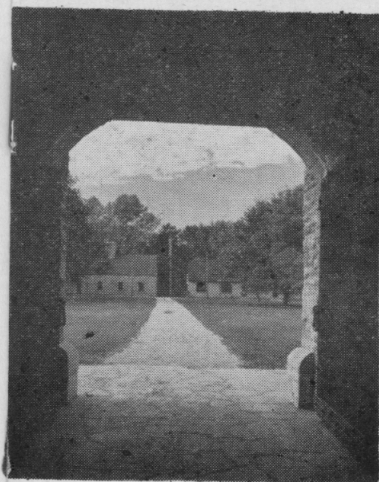
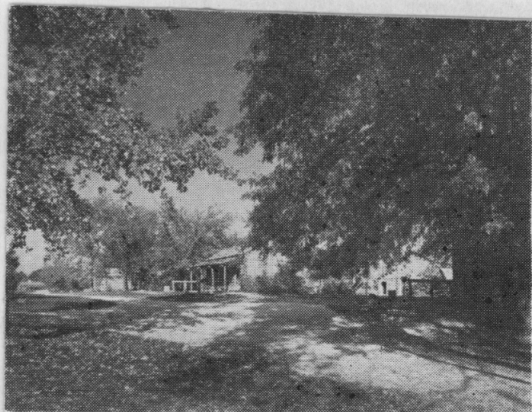
The field study courses are academically sound. The study of both geography and history is notably brought to life by actually seeing and understanding the areas involved. Each subject complements the other, especially when studied together in the field where each instructor knows exactly what the other has done and said. Directed observation, selected readings, and oral explanation and discussion combine to give vivid impressions that can be carried into the classroom to improve the quality of your teaching. Teachers may also learn the techniques of field study and adapt them to their work through local trips.

WE CAN'T TAKE EVERYBODY:

The 1948 field studies class will be limited to approximately 25 students. A congenial group is desired, individually competent to enjoy the trip and profit from the study. You should judge for yourself whether you fit into the plans that have been outlined here. As minimum requirements, tour authorities demand that you be eligible to enroll at Eastern Illinois State College, that you present a health certificate from your physician, and convince the instructors that you have the necessary background and seriousness of purpose for the two courses you select. If you are interested in joining the class, you should write, as early as possible, to:

Prairie State Field Studies,
Eastern Illinois State College,
Charleston, Illinois.

1949 Field Trip Bulletin

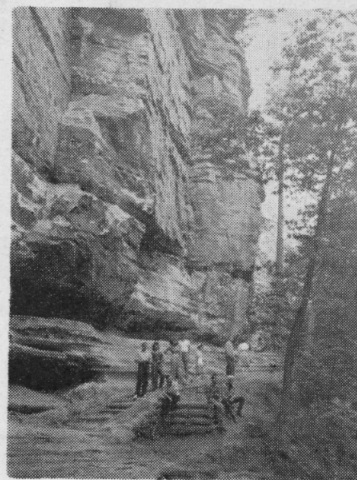


Left, above — New Salem State Park. Lincoln Store at Right.

Right, above — "Monk's Mound" at Cahokia Mounds Near East St. Louis.

Left, Restored Gateway at Fort Chartres State Park, Randolph County.

Right — Picturesque Canyon in Starved Rock State Park Between Ottawa and LaSalle.



Announcing . . .

A Series of
ILLINOIS GEOGRAPHY HISTORY TOURS

SUMMER SESSION — 1949 — June 13 to August 5
Eastern Illinois State College • Charleston

- Enrich Knowledge of Your Home State
- Combine Credit with Pleasures of the Outdoors
- Take Other Courses During Week for 12 Q. Hr. Total
- Vitalize Your Unit on Illinois in State Curriculum Guide
- Enjoy Fellowship of Faculty and Students on Short, Comfortable Trips
- Spend Only Forty Dollars for Transportation and Lodging

So You Already Know Illinois?

Try This Test and Find Out:

1. Where in the State of Illinois is flourspar mined?
2. Where is Apple River Canyon?
3. What is the story of the Ohio River pirates' cave at_____?
4. What important avenue of commerce is now a state park in Illinois?
5. Does Illinois have an important glass-making industry?
6. Where is the Illinois home of Civil War General U. S. Grant?
7. What is Giant City?
8. What is the Lincoln Memorial Highway?
9. Where was the Illinois home of the "Latter Day Saints"?
10. Why did pioneer farmers in Illinois clear many acres of forest lands for farms before they settled the prairies?

Answers . . .

1. Flourspar is mined in Pope and Hardin counties and is used as a flux in the iron and steel industries. (Trip 1)
2. Apple River Canyon is a beautiful canyon cut by Apple River through the Driftless Area of Northwestern Illinois. (Trip 3)
3. River pirates preyed on Ohio River shipping in the early 1800's from a cave in Hardin county. (Trip 1)
4. The Illinois and Michigan Canal. (Trip 3)
5. The State of Illinois leads the nation in the production of silica sand. Many glass plants have been established to utilize these great deposits. (Trip 3)
6. Galena, Illinois. (Trip 3)
7. Giant City Park is an area of outstanding beauty in the Illinois Ozarks. The rock formations stand in great blocks almost as buildings along the streets of a city. (Trip 1)
8. The trail followed by the Lincoln family in moving from Indiana to Illinois. It is marked by many historical sites. (Trip 4)
9. Nauvoo, Illinois. (Trip 4)
10. Many of the pioneers thought the prairie soils infertile because only grass grew upon them.

★ ★ ★ ★

Note: The acquisition of unrelated facts, such as those which form the answers to this test, is not the prime objective of field study courses. The emphasis will be upon seeing and doing. You will be surprised, however, at the ease with which facts are assimilated!

Travel

Adventure

Friendship

Have you ever seen Starved Rock State Park or the Mississippi Palisades Park? The three-day weekend trips will give you leisure time in each of twelve state parks.

Have you ever spent a Fourth of July in Chicago? The second tour will give students considerable free time in the nation's second largest city. A big league baseball game is even on the tentative itinerary for those who wish to attend. More serious activities of the weekend include study of contemporary society in fabulous Chicago, with its museums, its social problems, and its varied industries.

Have you ever seen the Mormon Settlement at Nauvoo and studied the uniquely exciting story of the "Latter Day Saints"? On Trip Number 4 geographers and historians will take a conducted tour of Nauvoo near the Mississippi River in Hancock County.

Have you explored the Cahokia Mounds in St. Clair County? Mound Builder relics, remains of the oldest civilization in the Midwest, will be studied on Trip Number 1.

Have you ever been inside a modern industrial plant? Have you seen a machine blow glass? On Trip Number 3 students will visit the huge farm machinery plants of Moline and see a glass-making factory at Oglesby.

1948 Field Trip Bulletin
The trip was canceled.

Your Tour Leaders



Charles H. Coleman



Byron K. Barton

An energetic and extremely personable young geographer, Mr. Byron K. Barton takes the helm for field studies at Eastern this year. Mr. Barton has made extensive travels in all parts of the state both as a student and as a teacher. He is a native Illinoisan and an ideal selection to direct the summer tours.

Well known throughout this section of the state, Dr. Charles H. Coleman hardly needs an introduction. Veteran of six geography-history tours, he knows the problems and the possibilities and remains as enthusiastic as ever. Full of historical lore, Dr. Coleman, who is head of the social science department, is able to give his students a new appreciation of the historical background of the home state.

Detailed Information on Summer Field Courses

Both "The History of Illinois" and "The Geography of Illinois" carry four quarter hours of credit (see course descriptions below). There are no pre-requisites for either. Other courses may be taken during the week. In most cases 12 hours is the maximum which should be undertaken by field trippers.

A fee of \$40 will cover transportation and lodging costs. This does not include regular summer term fees. The so-called "GI Bill of Rights" does not cover the \$40 fee.

Buses leave for the weekend trips on Friday afternoon and return Sunday or Monday. Hotel accommodations will be reserved in all cases. There will be no camping. The average length of each trip is 400 miles. There will be short afternoon trips on certain occasions. Classes will meet a limited number of times during the week.

Pre-registration of students is necessary so that arrangements for the tours may be completed early. No student may register for both the history and geography courses.

If you are interested in enrolling for either course, fill in the pre-enrollment blank below, and send it with your deposit of \$10 to Byron K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois. If additional information is desired, please address your questions to Mr. Barton.

Pre-Enrollment Form

To be detached and sent to: Byron K. Barton, Eastern Illinois State College, Charleston, Illinois.

Enclosed is my deposit of ten dollars for enrollment in Social Science 280F (49), Geography 280F (49) (cross out one). This amount is to be deducted from the trip fee of \$40 and the balance is payable on the first day the class meets.

(Signed) _____

Address _____

PRAIRIE STATE FIELD STUDIES
EASTERN ILLINOIS STATE COLLEGE
CHARLESTON, ILLINOIS

Geography 280F (49)

Geography of Illinois

The "Geography of Illinois" is planned to give the student an opportunity to develop techniques of field work as well as to broaden his knowledge of Illinois geography.

Numerous industrial and mining centers will be studied at first hand and all of the various agricultural regions of the state will be included in the field tours.

Attention will be given to the physiography of the state and the relationship of the land surface to agricultural activity.

Emphasis will be placed upon the influences of the environment upon man and on the influence of man upon his environment.

Specifically, the tours (see map, page 8) will take the student through Southern Illinois coal fields, the Southwestern Illinois petroleum belt, steel mills of Chicago, chemical and aluminum plants of East St. Louis, oil refineries of Wood River, lead mines of Galena, canneries of Hoopston.

The class will travel through the glaciated and unglaciated sections of the state, through the spurs of the Ozarks, across glacial lake beds. Students will see river valleys which carried the water formed as the glaciers retreated from Illinois.

The class will visit many of the highly specialized farms of Illinois, farms which supply vegetables to the cities and to canneries, dairy farms, orchard farms, horse radish farms, livestock farms, and grain farms of the Corn Belt.

Social Science 280F (49)

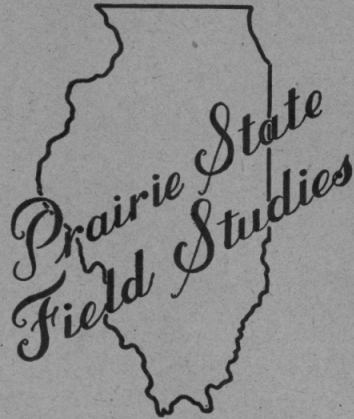
History of Illinois

The "History of Illinois" will be studied in a variety of ways. The career of Abraham Lincoln will be examined in a manner illustrating what will be done. The students will read about Lincoln, they will attend lectures on Lincoln, and they will discuss the importance of his life story against the background of national history.

But more important, they will "accompany" the Lincoln family on their move to Illinois in 1830. They will be with Abraham as he "keeps store" in New Salem. They will march off to the Black Hawk War with him. They will go with him to the legislature at Vandalia and Springfield. They will visit his parents with him at their Coles County home. They will attend some of the debates with Senator Douglas. They will watch Lincoln leave Springfield for the White House and they will stand in solemn reverence as his body is returned to his home town.

Included in the itinerary for the field course are visits to Indian mounds, French settlements and forts, the lair of river pirates on the Ohio, the home of the "Latter Day Saints" on the Mississippi, Grant's Illinois home at Galena, and Chicago.

Learn by reading, by hearing, by discussing—but also learn by seeing the past as evidenced by present day remains and restorations.



EASTERN
ILLINOIS
STATE
COLLEGE

Offers

Two Field Courses

Weekend trips
during summer
session in Illinois
and five nearby
states

Three weeks
field study in
New England
and Canada
August 7-27

College Credit in History,
English, or Geography



Summer--1950

Detailed Information On Courses

Social Science 280 F (50)

The study-travel program for the 1950 summer term at Eastern includes Social Science 280 F (50), the on-and-off campus course that will include four weekend field studies as well as class work on the Charleston campus. Four quarter hours of Social Science elective credit may be earned by those enrolled. The instructor will be Dr. Charles H. Coleman, Social Science department head. Students enrolled in this course will visit all of the important locations associated with Lincoln's early life in Kentucky and Indiana. They will follow the migration of the Lincoln family until they reached their final home in Illinois. Field observation in Confederate Dixie, in primitive areas of the Ozark Mountains, the Mark Twain country and in the area of early French settlement of southeast Missouri will provide the student a greater appreciation of the history of this portion of the Middle West.

Social Science 281 F (50) (381 F (50))

This time it's New England. Three weeks among the twentieth century remains of some of our most stirring and colorful history—Plymouth Rock—The Green at Lexington—The Concord Bridge—The Old North Church in Boston—Witches' Jail at Salem—Cape Cod. These are a few of the historic spots that will be visited by Eastern's traveling history class. It will not be seeing only. It will be doing

also. A salt-water boat trip—a swim in the Atlantic—a hike in the White Mountains. These are a few of the "extra curricular activities" that will add to the pleasure and the interest of the field study which will be made together by a history class, a geography class, and an English class.

And New England is not the whole story. We have to get there and we have to get home. So we'll visit Niagara Falls and the Mohawk River Valley on our way to New England, and the Adirondacks, the Thousand Islands, and southern Ontario on our way home.

Students may earn four quarter hours of elective credit in social science, either elementary (281F (50)) or advanced (381 F (50)). For experienced teachers taking the advanced course special attention will be given to the classroom application of the field study experiences, and special assignments will be made.

English 281 (50)

For a long time it has been known that the meaning of literature can be enriched by associating it with the environment in which authors lived and wrote. Travel is one way of becoming familiar with that environment.

It is generally recognized that New England with its background of Puritanism and its rugged terrain has contributed to American literature out of proportion to its size and population. Out of New England sprang our system of free public schools and the desire to shape the new nation according to the pattern of the sturdy, liberty-loving, serious-minded New Englanders. As a consequence, the seventeenth, eighteenth, and nineteenth centuries witnessed the prestige of New England literature.

The trip through Indiana, Ohio, and New York will give an opportunity to survey the literature of these regions, rich in

the lore of the Indians and the pioneers who pressed westward. But as soon as Massachusetts is reached, literary associations become more numerous. At Pittsfield, in the heart of the Berkshire Mountains, many famous New England writers and other artists have spent and continue to spend their summers. At Northampton the traveler is on ground made famous by Jonathan Edwards—thinker, philosopher, preacher, and mystic. At Amherst one finds the home of Emily Dickinson, a woman whose poetry was little known until after her death, but who is now regarded as one of the most sensitive and original poets.

Brattleboro, Vermont, contains the house built by Rudyard Kipling—Naulakha—where he wrote *The Jungle Books*, beloved by children. New Hampshire will reveal the granite that enters so largely into Robert Frost's verse. Boston and its environs—Concord, Cambridge, Salem—is filled with associations of Emerson, Thoreau, Alcott, Longfellow, Lowell and Holmes. Walden Pond, the House of Seven Gables, the Craige House, the Wayside Inn, Paul Revere's house, Cape Cod and Cape Cod Bay, and Boston harbor suggest men and events that have made America.

By means of textbook, lecture, notebook, and outlines the significance of things seen in understanding the literature of New England will be pointed out and made useful in teaching.

Geography 281 F (50) (381 F (50))

The student enrolling for the three weeks field course in geography will find opportunity to study natural and cultural landscapes in New England which are not duplicated in any area of the Middle West. The rugged uplands of New England covered with a thin layer of poor soil, the lack of natural resources, and the irregular coastline have forced the people to develop agriculture and industry in such manner as

makes best use of the land or overcomes the obstacles of the physical environment. Many areas of specialized agriculture, regions of specialized manufacturing, fishing villages, and resort areas will be visited. The mountains, the glaciated uplands, capes, bays, and islands all afford excellent opportunity for the study of land forms and their effect upon man.

Students registering for the course under 381F (50) will be expected to prepare additional work in the form of special studies.

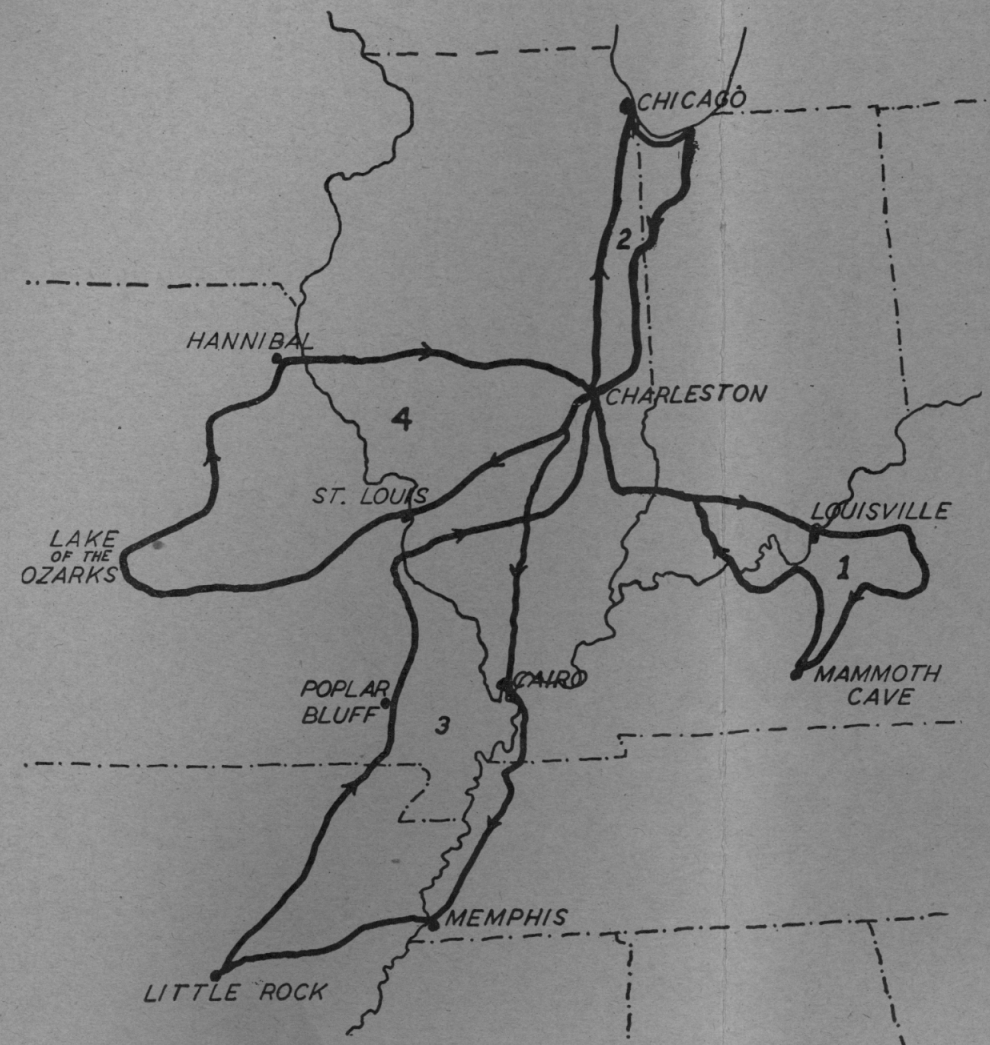
The content of the course will be obtained by the student through observation, reading and listening. A mimeographed outline of the work will be provided for each day's travel.

Geography 280 F (50)

Four weekend trips will be used to supplement classwork in the field course offered on campus during the regular summer session. These four tours have been designed to give the student as great a variety of landscapes as possible. The sand dunes along Lake Michigan, the Ozark Mountains, the Ozark Plateau, the hill lands of southern Indiana and Kentucky, the Mississippi delta lands, and the Kentucky Bluegrass Region offer great contrasts in physiographic development. Man responds in different ways to these varying landscapes. Mineral deposits, soil types, and climatic differences also influence the way in which man makes a living. Field observation makes the text material live for the student as he travels through much of the central Mississippi Valley.

The trips are not intended as additions to the classroom work but are a part of the course content. For this reason class meetings are not held every day. The student is given credit for time spent on the field trips in terms of fewer class meetings on the campus.

FOUR WEEKEND TRIPS



1. Indiana-Kentucky Trip

Students will leave Charleston Friday noon, June 23, and return Sunday evening, June 25. The Lincoln country of Indiana and Kentucky, the Kentucky Bluegrass Region, and Mammoth Cave will be features of this trip.

2. The Chicago-Indiana Dunes Trip

This tour leaves Charleston Friday noon, June 30, and will return Sunday evening, July 2. A tour of Chicago's Loop and the Southside industrial area will include both the geography and the history of the city. Saturday evening and Sunday morning will be spent in the Sand Dune area along Lake Michigan.



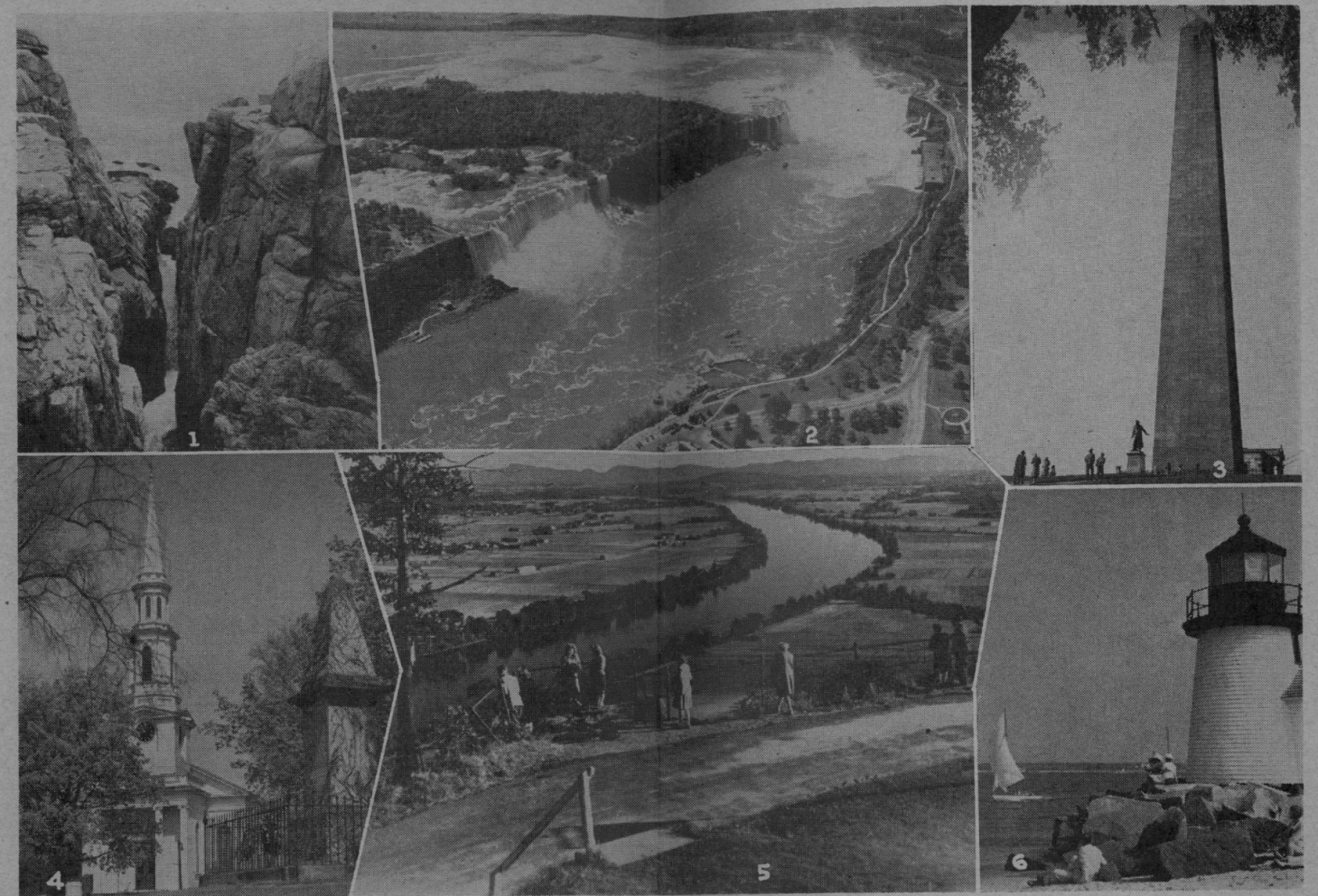
3. Cairo-Memphis-Little Rock Trip

This tour leaves Thursday noon, July 13, and returns Sunday, July 16. The history of the border area as well as that of Confederate Dixie will be studied. Students of geography will have the opportunity of studying a variety of landscapes, including the Mississippi Delta and the Ozark Mountains.



4. St. Louis-Lake of the Ozarks Trip

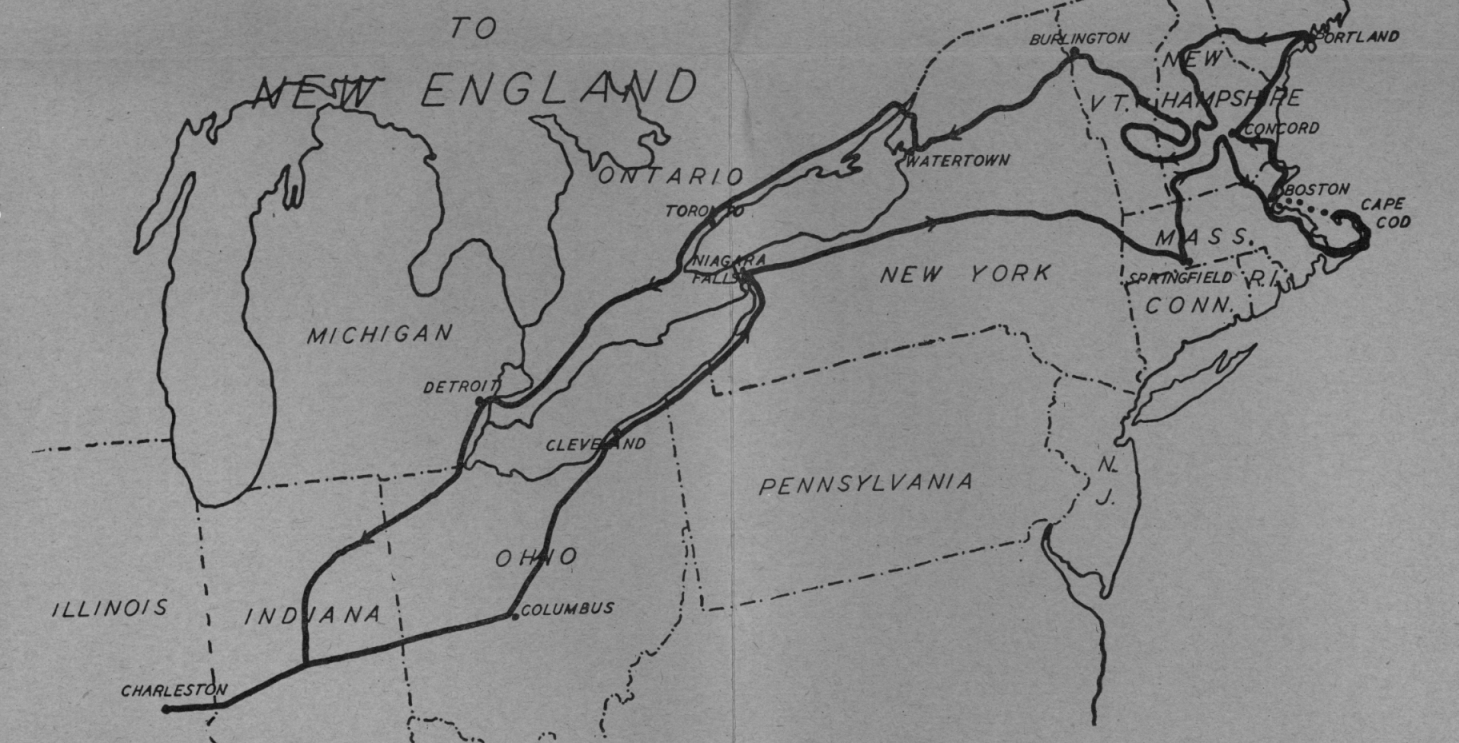
This tour will leave Friday noon, July 28, and return Sunday, July 30. The city of St. Louis, the Ozark Plateau, and Mark Twain Country will be features of this trip.



1. Rafe's Chasm, Magnolia, Mass. 2. Niagara Falls. 3. Bunker Hill Monument, Charlestown, Mass. 4. Lexington Monument. 5. Connecticut River. 6. Brant Point Light, Nantucket Island.

Tour New England and Canada for Credit in Geography, History, or English During Your August Vacation Period

THREE WEEKS TOUR



Earn Credit in Geography or History on Weekends While Taking Full Summer Schedule

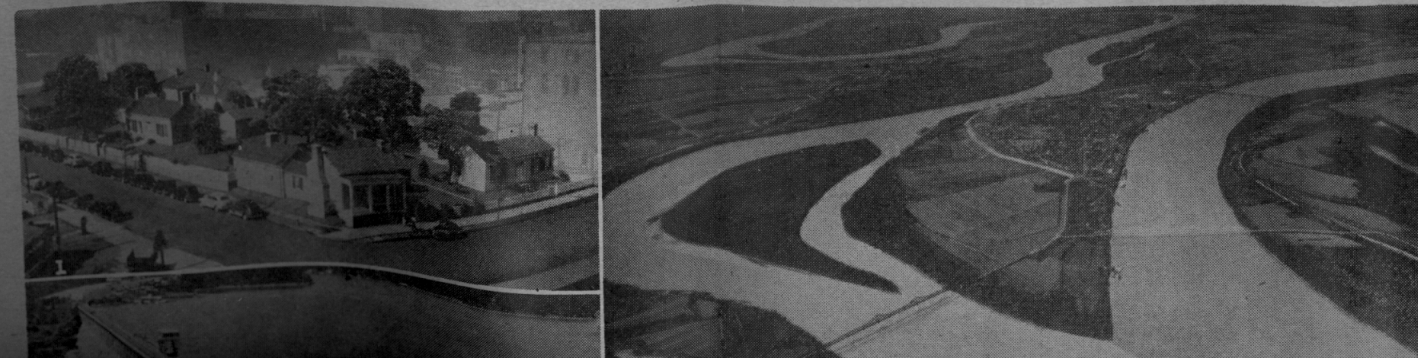
CREDITS: Students may earn credit in either geography or social science. No student is permitted to register for both courses but either course offers four quarter hours of credit. The weekend trips are supplemented by classroom work. Classes will be held on Wednesday and Thursday afternoons only. These courses may be taken as part of the regular summer school program or as extension courses.

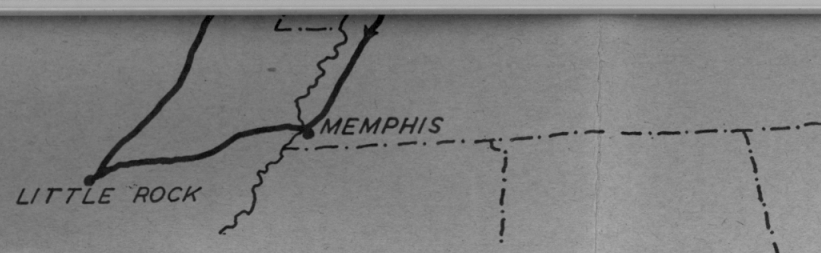
COSTS: The student will be required to pay a \$65 fee to cover the cost of transportation, lodging, and admission fees.

TRANSPORTATION: The students who take part in these field trips will travel by buses operated under the license of the Interstate Commerce Commission.

ACCOMMODATIONS: All students will be housed in hotels at all overnight stops.

FOR FURTHER INFORMATION: If you have any question about the trips not covered in this bulletin, write to Dr. B. K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois.





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Students will leave Charleston Friday noon, June 23, and return Sunday evening, June 25. The Lincoln country of Indiana and Kentucky, the Kentucky Bluegrass Region, and Mammoth Cave will be features of this trip.

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4. St. Louis-Lake of the Ozarks Trip

This tour will leave Friday noon, July 28, and return Sunday, July 30. The city of St. Louis, the Ozark Plateau, and Mark Twain Country will be features of this trip.

Earn Credit in Geography or History on Weekends While Taking Full Summer Schedule

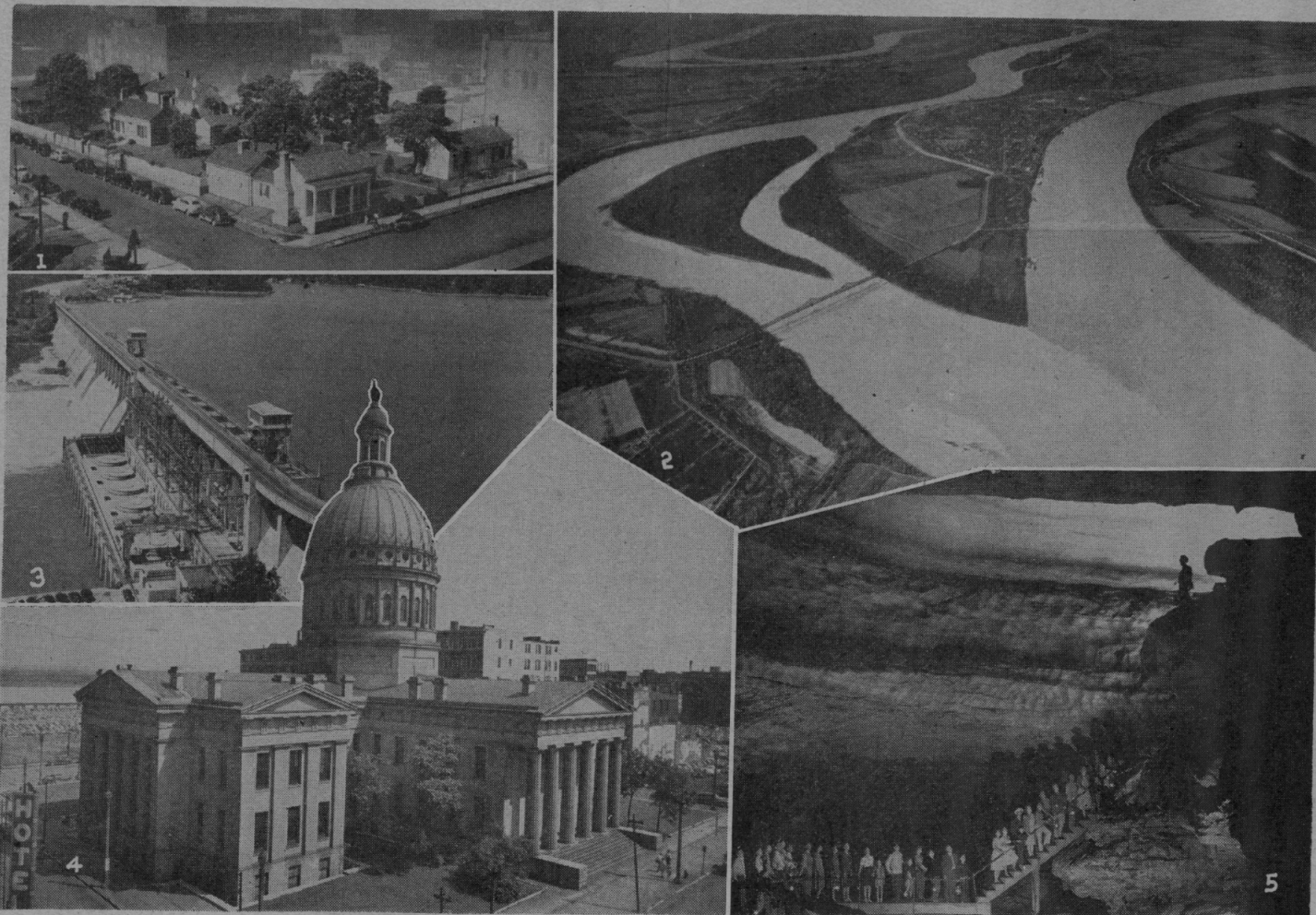
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ACCOMMODATIONS: All students will be housed in hotels at all overnight stops.

FOR FURTHER INFORMATION: If you have any question about the trips not covered in this bulletin, write to Dr. B. K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois.



1. Confederate Park Reconstruction, Little Rock, Ark. 2. Mississippi-Ohio River Junction at Cairo. 3. Bagnell Dam at Lake of the Ozarks. 4. Historic "Old Court House," St. Louis, Mo. 5. Booth's Amphitheater, Mammoth Cave.



1. Rafe's Chasm, Magnolia, Mass. 2. Niagara Falls. 3. Bunker Hill Monument, Charlestown, Mass. 4. Lexington Monument. 5. Connecticut River. 6. Brant Point Light, Nantucket Island.

Tour New England and Canada for Credit in Geography, History, or English During Your August Vacation Period



CREDITS: A student may earn four quarter hours of credit while taking this tour. This credit may be taken in one of three courses. Dr. Widger will offer a field course in American Literature. Dr. Coleman will conduct a course in North American History. Dr. Barton will give field work in the Geography of North America. A student may take any one of these courses. Credit is offered at either junior college level (281 F (50)) or for advanced credit (381 F (50)).

COSTS: The student will be charged a fee of \$145 to cover transportation, lodging, and admission costs. Since this course is offered only through the Extension Office, the registration fee of \$9.00 must be added, making a total of \$154 for the three weeks tour into New England and Southeastern Canada.

TRANSPORTATION: Transportation will be by buses operated in accordance with all interstate traffic regulations.

ACCOMMODATIONS: The twenty overnight stops will be made at hotels.

FOR FURTHER INFORMATION: If you desire further information of these courses, will you please write to Dr. B. K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois.

Summary of New England-Canada Itinerary

Buses will leave the campus at Eastern on August 7 and will return to Charleston on August 27. It is expected that the group will arrive at Concord, New Hampshire, on August 10. Numerous short trips of one, two, or three days' duration will be taken from Concord into the surrounding states. The group will leave Concord for the return trip on August 23.

Registration Form For Weekend Trips

To be detached and sent to Dr. Byron K. Barton, Eastern Illinois State College, Charleston, Illinois, not later than May 15, 1950.

Enclosed is my deposit of twenty-five dollars for enrollment in the course indicated by the check mark at the left below. This amount is to be deducted from the trip fee of \$65. The balance is payable on the first day the class meets.

Social Science 280 F (50)

(Signed) _____

Geography 280 F (50)

Address _____

Registration Form for New England-Canada Tour

To be detached and sent to Dr. Byron K. Barton, Eastern Illinois State College, Charleston, Illinois, not later than May 15, 1950.

Enclosed is my deposit of \$50 for enrollment in the course indicated by the check mark at the left below. This amount is to be deducted from the trip fee of \$145. The balance is payable on the first day the class meets.

English 281 F (50)

(Signed) _____

Geography 281 F (50)

Address _____

Social Science 281 F (50)

1951 Field Trip Bulletin

Summer 1951

Eastern Illinois State College

Offers

A Three Weeks Field Course in
The Middle Atlantic States

August 6-26



COLLEGE
CREDIT
IN
GEOGRAPHY
OR
HISTORY

History Course Description

Social Science (281 F (51) (381 F (51))). Have you ever wished that you might visit some of the places where many of the colorful scenes in our nation's history have taken place? As a teacher, you probably would like to speak with the authority and interest of first hand information about the places you study in books.

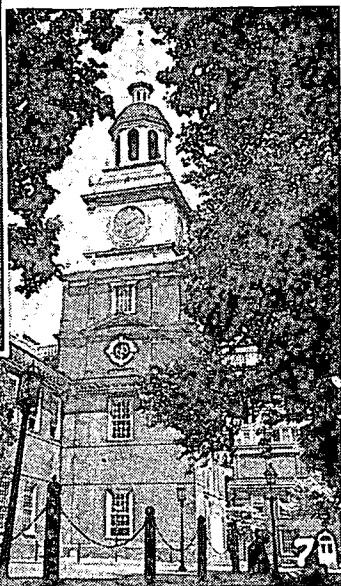
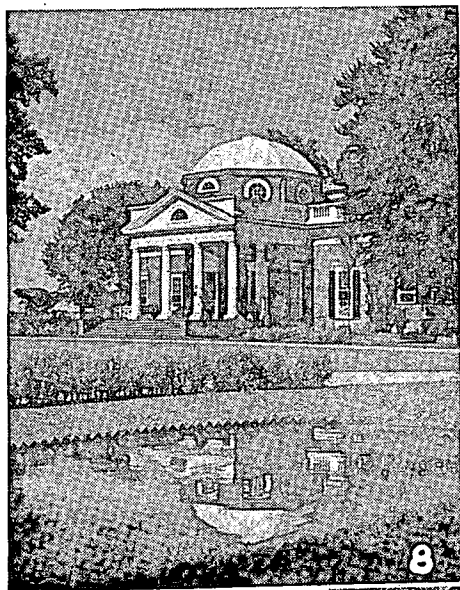
That is why Eastern's traveling history class will take a leisurely trip to our nation's capital via the Blue Grass Regions of Kentucky, through Cumberland Gap on Boone's Wilderness Road, on into historic Virginia and Washington, D. C.

Many stops of unusual interest have been planned. To name only a few, there will be tea at a pre-Revolutionary Tavern; a tour of My Old Kentucky Home, made famous in song by Stephen, Foster; Monticello; Washington's Birthplace; Williamsburg; Mt. Vernon; the Capitol; the Whitehouse; the Tomb of the Unknown Soldier.

After six days in the Capitol, field tourists will drive through Maryland and Delaware and on into Pennsylvania. Stops will be made at Independence Hall, Valley Forge, and the Gettysburg Battleground.

In addition to visits to many historic places, students will be given the opportunity to pursue many other interests. The Watergate Concert Series, a moonlight cruise on the Potomac, plays, and the many unique eating places famous for sea food or other tasty cuisine are part of the tour for those who wish to take advantage of these opportunities.

Students may earn four quarter hours of elective credit in social science either elementary (281 F (51)) or advanced (381 F (51)). For experienced teachers taking the advanced course special attention will be given to classroom application of field study experiences and special assignments will be made.



NO. 7—Independence Hall in Philadelphia, "Cradle of our Constitution," is one of the historical sights awaiting field trip students in the Pennsylvania metropolis.

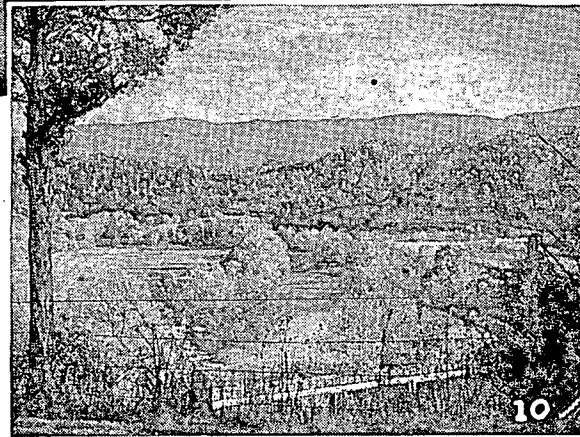
NO. 8—Illustrative of the many national historical shrines found in the East is the famed home of Thomas Jefferson at Charlottesville, Virginia. Monticello, planned and built by Jefferson himself, is on the Prairie States Field Study route.

Geography Course Description

Geography (281 F (51)—(381 F (51)). Students enrolling for the three weeks' field course in geography will have the opportunity of studying economic and cultural responses to a physical environment much different from that of the Middle West. The development of a landscape on extremely varied geological structures has produced in Kentucky, Tennessee, and Virginia a number of very fertile valleys more or less isolated by rugged mountain areas.

The ways which man has devised to make a living is the product not only of present commercial structures but is an evolution of his activities throughout history. These areas therefore represent a study in historical geography as well as present-day response. The tidal areas of the Middle Atlantic Coast afford opportunity for a study of trade centers, fishing ports, truck farming regions and oyster farming areas. The student of geology will have opportunity to study some of the most intensely deformed rock found in the United States. The Pennsylvania Turnpike provides a classic example of man's response to environment in developing transportation lanes.

Students registering for the course under 381 F (51) will be expected to prepare additional work on some particular phases of the trip. Each student will be provided an outline of the work for each day which will include a map of that day's travel and an outline by which the student may take notes.



- NO. 9—One of the sights no field tripper will miss during the six day stop in Washington, D. C., and environs is the home of "The Father of His Country" a few miles from the city.
- NO. 10—Natural wonders of particular interest to Field Studies geography students include some of the most famed caverns of the Eastern United States. The above scene was photographed in Bristol Caverns in Virginia-Tennessee.

Field Trip
Eastern Illinois
15, 1951.
the course in-
amount is to be
payable on the



Registration Form for Three Weeks Field Trip

To be detached and sent to Dr. Byron K. Barton, Eastern Illinois State College, Charleston, Illinois, not later than May 15, 1951.

Enclosed is my deposit of \$25 for enrollment in the course indicated by the check mark at the left below. This amount is to be deducted from the trip fee of \$160. The balance is payable on the first day the class meets.

(Signed) _____

Address _____

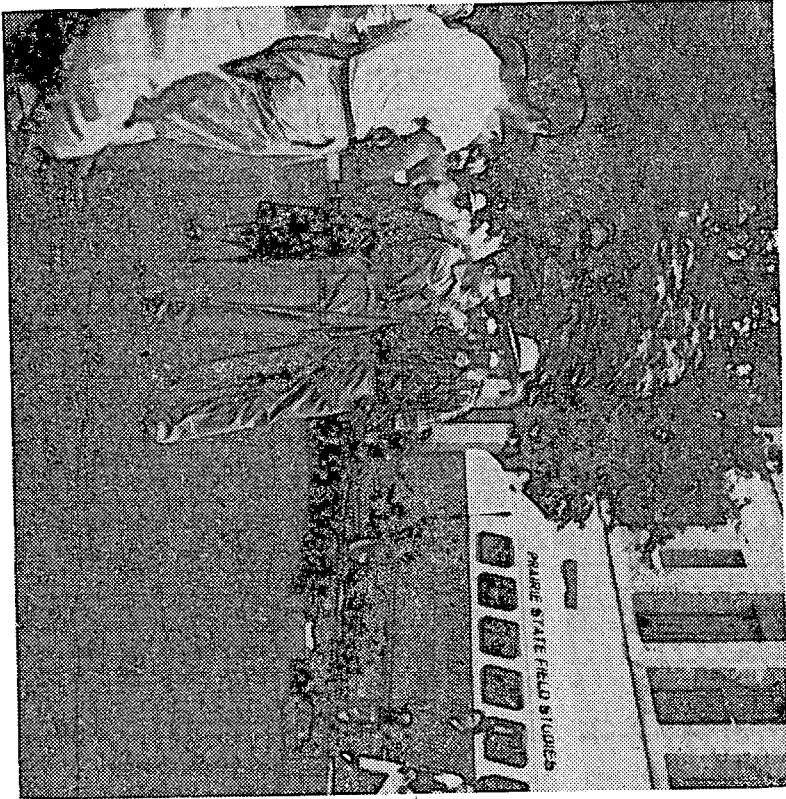
- Geography 281 F (51)
- Social Science 281 F (51)

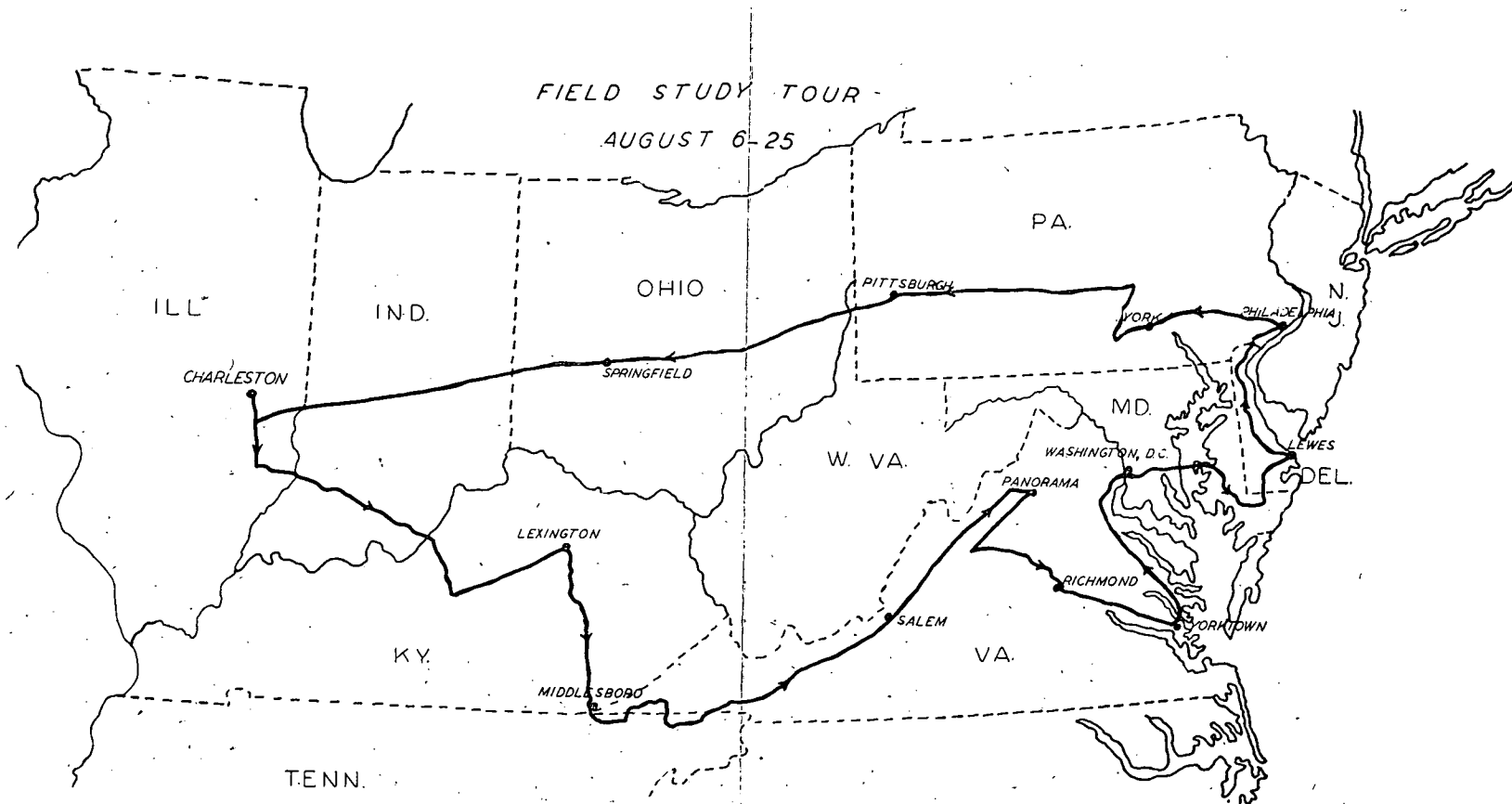
NO. 9—One of the sights no field tripper will miss during the six day stop in Washington, D. C., and environs is the home of "The Father of His Country" a few miles from the city.

NO. 10—Natural wonders of particular interest to Field Studies geography students include some of the most famed caverns of the Eastern United States. The above scene was photographed in Bristol Caverns in Virginia-Tennessee.



Students registering for the course under 381 F (51) will be expected to prepare additional work on some particular phases of the trip. Each student will be provided an outline of the work for each day which will include a map of that day's travel and an outline by which the student may take notes.





A SUMMARY OF THE ITINERARY—The bus will leave the campus at Eastern Illinois State College on August 6 and will return on August 26. The tour will extend southeastward from Charleston through the Kentucky Bluegrass Region into the plateau and mountain region of Eastern Tennessee. The route will then take the group northward through the Valley of Virginia across the mountains to the Atlantic Coast via the Skyline Drive. Several days will be spent at historic spots in Eastern Virginia and Washington, D. C. The field studies group will proceed to Philadelphia and return to the Middle West on the Pennsylvania Turnpike after visiting Valley Forge and Gettysburg.

Points of Interest

KENTUCKY BLUEGRASS REGION, scene of "My Old Kentucky Home," famed for Southern hospitality, colonial homes, race horse breeding and training . . . **CUMBERLAND GAP**, pioneer portal to the West, Daniel Boone's historic Wilderness Road . . . **NATURAL BRIDGE**, Va., "Eighth Wonder of the World." There is a legend that George Washington put his name higher than any other on the bridge . . . **CONFEDERATE MUSEUM** at Richmond, Va., where records of "Southern Tradition" are kept . . . **JEFFERSON'S HOME, MONTICELLO**, at Charlottesville, one of the most beautiful of colonial mansions, designed and built by Jefferson himself . . . **WASHINGTON'S HOME, MOUNT VERNON**, a national shrine, near Alexandria, Va. . . . **WILLIAMSBURG, VA.**, restored colonial capitol of Virginia, the Governor's Palace and grounds . . . **JAMESTOWN ISLAND**, Va., site of the first English settlement in America, 1607 . . . **WASHINGTON'S BIRTHPLACE**, a reproduction of the old house, another national monument . . . **LURAY CAVERNS**, Va., a beautiful and famous spot of geologic interest in the Shenandoah Valley . . . **SMITHSONIAN INSTITUTE**, Washington, filled with firsts, a record of American history and achievement . . . **WASHINGTON, D. C.**, the nation's capitol, offers six glorious days of visits to the Capitol Building, the White House, the FBI offices, the Library of Congress, the National Archives, the Department of Interior, Robert E. Lee's home in Arlington, the Washington and Lincoln Memorials, the Naval Academy at Annapolis and "State Circle" . . . **INDEPENDENCE HALL**, Philadelphia . . . **BETSY ROSS' HOUSE**, Philadelphia, where the first Union flag was made . . . **GETTYSBURG BATTLEGROUND**, with its replica of the battlefield terrain on which 1000 lights are used to depict the course of battle while a dramatic lecture is given . . . **VALLEY FORGE, PA., CARPENTER'S HALL, THE UNIVERSITY OF PENNSYLVANIA** . . . Oyster farm on the Chesapeake, Mushroom farms in southeastern Pennsylvania, and the **SKYLINE DRIVE**, most scenic in the U. S.

Streamlined Facts On Middle Atlantic States Field Study

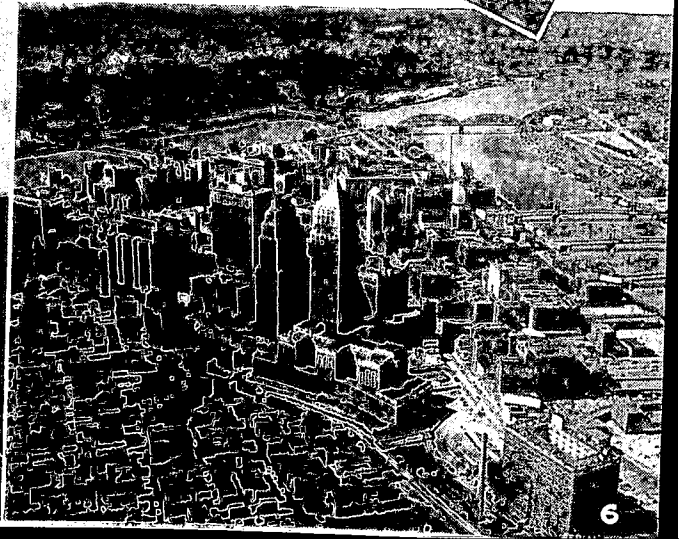
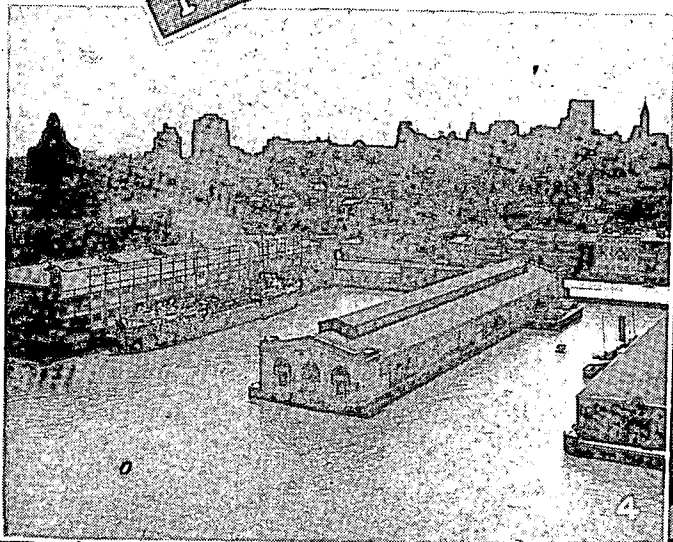
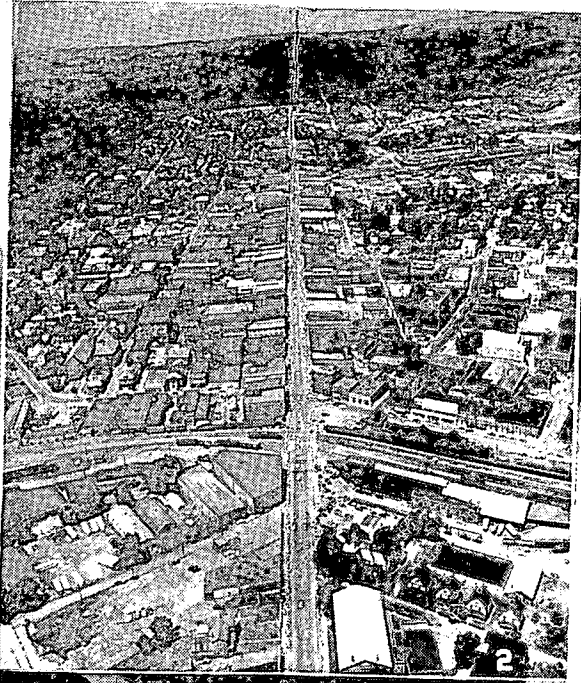
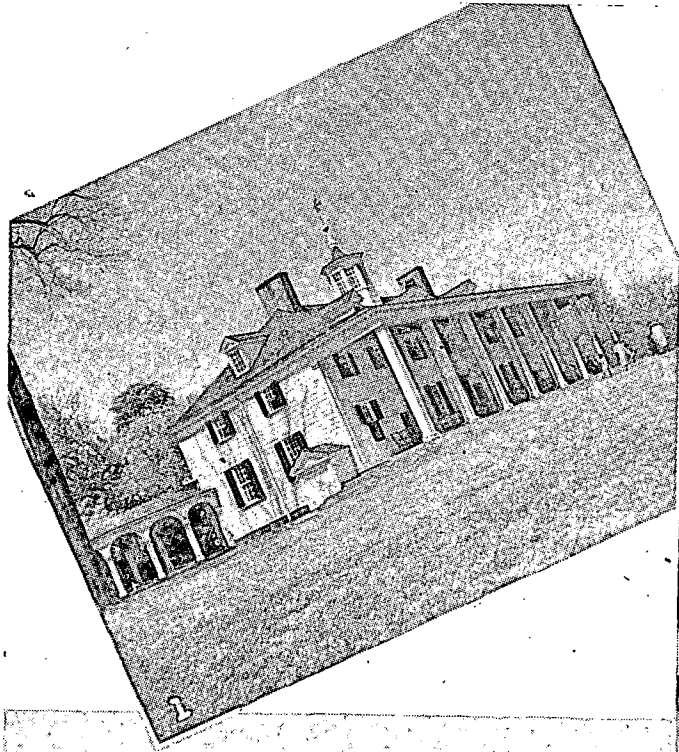
CREDITS: A student may earn four quarter hours of credit in the field studies course. This credit may be taken in social science or geography. Dr. William Miner will conduct a course in North American History and Dr. B. K. Barton will offer a course in the Geography of North America. A student may take either of these courses. Credit is offered at either the junior college level (281 (51) or for advanced credit (381 F (51)). Credit for field courses is counted as residence credit. A decision will be made before March 15 concerning graduate credit for the field studies courses.

COSTS: The student will be charged a fee of \$160 to cover transportation, lodging, medical insurance and admission costs. Since the courses are offered only through the Extension Office, the registration fee of \$9 must be added, making a total of \$169 for three weeks in the Appalachian Mountains and the Middle Atlantic Coast.

TRANSPORTATION: Transportation will be by comfortable bus operated in accordance with all interstate traffic regulations.

ACCOMMODATIONS: All overnight stops will be made at first-class hotels.

FOR FURTHER INFORMATION: If you desire further information on these courses, please write to Dr. B. K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois.



1952 Field Trip Bulletin

Three weeks in the
Great Plains
and
Rocky Mountains

AUGUST 4-23



1952 Field Study Courses

offered by

Eastern Illinois State College

CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit

in

History and Geography

Registration Form For The Three-Week Field Trip

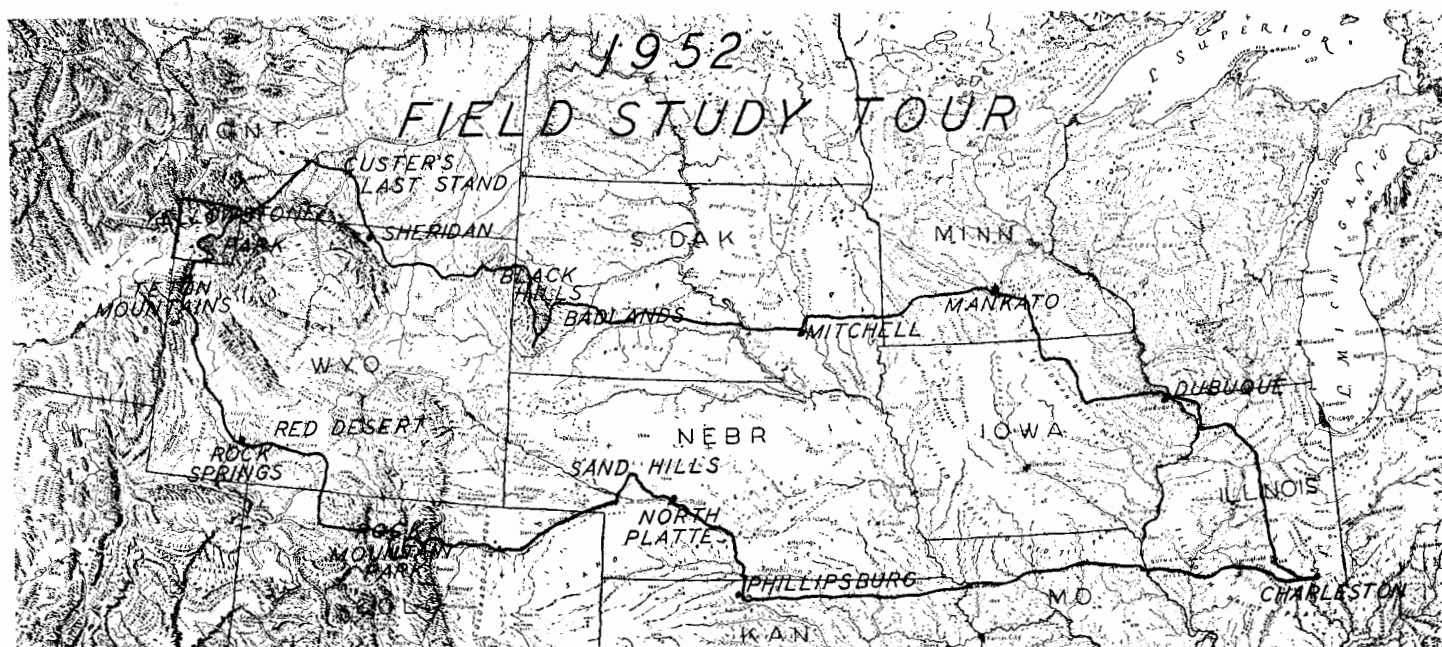
To be detached and sent to Dr. B. K. Barton, Eastern Illinois State College, Charleston, Illinois, not later than June 1, 1952.

Enclosed is my deposit of \$25 for enrollment in the course indicated by the check mark at the left below. This amount is to be deducted from the trip fee of \$177.50. The balance is payable on the first day the class meets.

GEOGRAPHY	SOCIAL SCIENCE
() 281F(52)	() 281F(52)
() 381F(52)	() 381F(52)
() 481F(52)	() 481F(52)
() 581F(52)	() 581F(52)

(Signed) _____

Address _____



The group will leave the Eastern Campus on August 4. The trip will be made to Yellowstone National Park via southern Minnesota, the Badlands and Blackhills of South Dakota. After three days in Yellowstone Park the return trip will be made through Jackson Hole and Rocky Mountain Park, arriving in Charleston on August 23.

Photos supplied by Chamber of Commerce in Rapid City, S. D. and Red Lodge, Mont.

Streamlined Facts On The Great Plains-Rocky Mountains Field Study

Credits: A student may earn four quarter hours of credit in the field course. This credit may be taken in social science or geography. Dr. William Miner will conduct a course in North American History, and Dr. B. K. Barton will offer a course in the Geography of North America. A student may take either of these courses. Undergraduate credit is offered under the numbers 281F(52) and 381F(52); graduate work is offered as a Group II course 481F(52) or as Group III course 581F(52). Requirements under each of these course numbers will be found in the course description given in this folder. Credit for field courses is counted as residence credit.

Cost: The student will be charged a fee of \$177.50 to cover transportation, lodging, medical insurance and admission fees. Since these courses are offered only through the Extension Office, the registration fee of \$12.50 must be added, making a total of \$190.00 for three weeks in the northern Great Plains and The Rocky Mountains. A portion of this cost may be paid under the G. I. Bill. Students interested should check with The Director of Veterans' Services at Eastern.

Transportation: Transportation will be by comfortable bus operated in accordance with all interstate traffic regulations.

Accommodations: All overnight stops will be made at first-class hotels and motels.

For further information: If you desire further information on these courses, please write to Dr. B. K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois.

Registration Form For The Three-Week Field Trip

To be detached and sent to Dr. B. K. Barton, Eastern Illinois State College, Charleston, Illinois, not later than June 1, 1952.

Enclosed is my deposit of \$25 for enrollment in the course indicated by the check mark at the left below. This amount is to be deducted from the trip fee of \$177.50. The balance is payable on the first day the class meets.

- | GEOGRAPHY. | SOCIAL SCIENCE |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> 281F(52) | <input type="checkbox"/> 281F(52) |
| <input type="checkbox"/> 381F(52) | <input type="checkbox"/> 381F(52) |
| <input type="checkbox"/> 481F(52) | <input type="checkbox"/> 481F(52) |
| <input type="checkbox"/> 581F(52) | <input type="checkbox"/> 581F(52) |

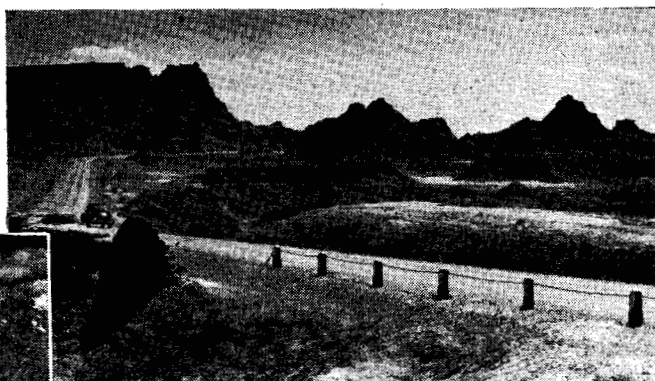
(Signed) _____

Address _____



"Old Faithful"
(Yellowstone Park)

Bear Tooth Mts.
(Montana)



The Badlands
(South Dakota)

Pyramid Mt.
(Montana)



Lake Creek Rapids
(Yellowstone Park)



Points of Interest

The Driftless Area of Wisconsin, Illinois, Iowa and Minnesota, an area "missed" by glacial deposit . . . The Mississippi Palisades . . . Pipestone National Monument, a quarry from which many tribes obtained stone to use in making peace pipes . . . The Minnesota River, outlet of glacial Lake Agazzi . . . The Badlands, an area of brilliantly colored pinnacles . . . The Black Hills, Wind Cave, the beautiful Needles Highway, The Devil's Racetrack, and Mt. Rushmore are some of the scenic highlights of the "Hills" . . . The towns of Deadwood and Lead . . . Devils Tower, the neck of an old volcano . . . site of Custer's Last Stand on the Little Bighorn . . . Yellowstone National Park with Old Faithful Geyser, the Grand Canyon of the Yellowstone, mud volcanoes and many other features of mountain topography . . . Grand Teton National Park and Jackson Hole with its glacial formed landscape . . . the Red Desert . . . Long's Peak, Iceberg Lake, Moraine Park in Rocky Mountain National Park.



Geography Course Description

Students enrolling for the three weeks course in geography will have the opportunity of studying economic and cultural responses to a physical environment much different from that of Illinois. Climate, geologic structures and physiographic processes have developed landscapes which make it possible and, in many instances, necessary for man to devise numerous ways of making a living. The northern Rockies, Yellowstone park and the Grand Tetons present some of the most magnificent examples of nature's sculpture on the face of the earth. Students will be provided a map of each days' travel and a set of field notes which will make possible the preparation of a field notebook. Each student will be expected to keep a notebook and pass an examination. Those registering for 381F(52) will prepare in addition an outline of teaching materials incorporating the information and experience gathered on the trip. Graduate students registering for 481F(52) or 581F(52) will be required to prepare a paper on some phase of the field work and/or to develop a project under the supervision of the instructor.

History Course Description

Eastern's field trip will take you through the wild and woolly west where you can visit many of the historical places you have studied about in books. Numerous stops will be made at places of unusual interest. The entire trip is designed to give students practical, first hand experience in the study of American History at places where history was made. The course meets the requirements of both undergraduate and graduate students. All students are assigned required reading, keep a notebook and take an examination. Students in 381F(52) must also prepare lesson plans based on the field study or write a paper. Graduate students registered for 481F(52) must prepare a paper and a detailed set of lesson plans. Students registered for 581F(52) must prepare a paper on some topic associated with the field study.

1954 Field Trip Bulletin

Three weeks in the
Providences of Ontario
and
Quebec

AUGUST 6-24



1954 Field Study Courses

offered by

Eastern Illinois State Collge

CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit

in

History and Geography

Registration Form For The Three-Week Field Trip

To be detached and sent to Dr. B. K. Barton, Eastern Illinois State College, Charleston, Illinois, not later than June 1, 1954.

Enclosed is my deposit of \$25 for enrollment in the course indicated by the check mark at the left below. This amount is to be deducted from the trip fee of \$185. The balance is payable on the first day the class meets.

GEOGRAPHY	SOCIAL SCIENCE
() 281F(54)	() 281F(54)
() 381F(54)	() 381F(54)
() 481F(54)	() 481F(54)
() 581F(54)	() 581F(54)

(Signed) _____

Address _____

1954 Field Trip Bulletin



The field study group will leave the Eastern campus on August 6 at 8:00 a.m. and will return to Charleston on August 24.

Credits: A student may earn four quarter hours of credit in the field course. This credit may be taken in social science or geography. Dr. William Miner will conduct a course in North American History, and Dr. B. K. Barton will offer a course in the Geography of North America. A student may take either of these courses. Undergraduate credit is offered under the numbers 281F(54) and 381F(54); graduate work is offered as a Group II course 481(54) or as a Group III course 581(54). Requirements under each of these course numbers will be found in the course description given in this folder. Credit for field courses is counted as residence credit.

Cost: The student will be charged a fee of \$172.50 to cover transportation, lodging, medical insurance and admission fees. Since these courses are offered only through the Extension Office, the registration fee of \$12.50 must be added, making a total of \$185 for three weeks in Southeastern Canada. A portion of this cost may be paid under the G. I. Bill. Students interested should check with The Director of Veteran's Services at Eastern.

Transportation: Transportation will be by comfortable bus operated in accordance with all interstate traffic regulations.

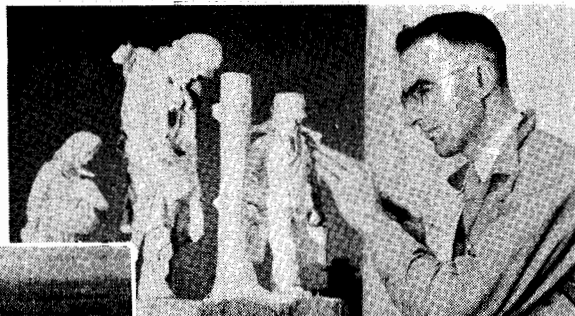
Accommodations: All overnight stops will be made at first-class hotels and motels.

Date of trip: August 6-24. College officials at Eastern have agreed to permit students who expect to attend the summer session and take the field trip to finish the regular summer term work early to allow the group to leave the Eastern Campus on August 6.

For further information: If you desire further information on these courses, please write to Dr. B. K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois.



Right: Wood Sculptor, Quebec.
Left: Chateau Frontenac, Quebec.



entire province of low hills and many lakes

FIELD STUDY

1954



The field study group will leave the Eastern campus on August 6 at 8:00 a.m. and will return to Charleston on August 24.

Credits: A student may earn four quarter hours of credit in the field course. This credit may be taken in social science or geography. Dr. William Miner will conduct a course in North American History, and Dr. B. K. Barton will offer a course in the Geography of North America. A student may take either of these courses. Undergraduate credit is offered under the numbers 281F(54) and 381F(54); graduate work is offered as a Group II course 481(54) or as a Group III course 581(54). Requirements under each of these course numbers will be found in the course description given in this folder. Credit for field courses is counted as residence credit.

Cost: The student will be charged a fee of \$172.50 to cover transportation, lodging, medical insurance and admission fees. Since these courses are offered only through the Extension Office, the registration fee of \$12.50 must be added, making a total of \$185 for three weeks in Southeastern Canada. A portion of this cost may be paid under the G. I. Bill. Students interested should check with The Director of Veteran's Services at Eastern.

Transportation: Transportation will be by comfortable bus operated in accordance with all interstate traffic regulations.

Accommodations: All overnight stops will be made at first-class hotels and motels.

Date of trip: August 6-24. College officials at Eastern have agreed to permit students who expect to attend the summer session and take the field trip to finish the regular summer term work early to allow the group to leave the Eastern Campus on August 6.

For further information: If you desire further information on these courses, please write to Dr. B. K. Barton, Geography Department, Eastern Illinois State College, Charleston, Illinois.



Right: Wood Sculptor, Quebec.
Left: Chateau Frontenac, Quebec.



Above: Montreal.
Right: Peace Tower, Parliament Hill.
Left: Montmorency Falls.



Points of Interest

Ontario Peninsula, agricultural and industrial heart of eastern Canada . . . Thames River area, scene of American victory in 1813 . . . Old Fort York in Toronto . . . Fort Wellington at Prescott . . . Montreal, metropolis of Canada . . .



Mount Royal, a mountain within a city . . . mining area of eastern Quebec . . . agriculture of French Canada . . . Fort Chambly and the historic Richelieu River Valley . . . Quebec, cultural center of French Canada . . . Isle of Orleans . . . Plains of Abraham . . . bird sanctuary at Port Joli . . . lower St. Lawrence Valley . . . Saguenay River industrial area . . . Laurentian Mountains . . . Laurentide Provincial Park . . . Falls of Montmorency . . . Ottawa, capital city of the Dominion of Canada . . . Parliament Hill, seat of the Canadian Government . . . Ottawa River Valley, the fur trader's canoe route to the Upper Great Lakes . . . the "Frontier" where modern civilization tames the wilderness of forest and lakes . . . the lake plains of Ontario.

Laurentian Mountains

History Course Description

This year Eastern's field trip will feature international and historical relations between Canada and the United States. Much of this trip will be through the Provinces of Ontario and Quebec, areas which are extremely scenic and which are filled with the international lore of the past rivalries of countries of two continents. Historically, these areas were fought over by France, England, and the United States in four colonial wars, the Revolution and the War of 1812. Numerous stops will be made at points of unusual interest, and the whole trip is designed to give all students practical, "on the spot" experience in relation to the history of the United States and Canada. Both undergraduate and graduate requirements will be met.

All students are required to keep a notebook, pass an examination, and to do required reading. Social Science 381F(54) requires in addition a series of lesson plans or a paper based on the field study. The graduate course 481F(54) requires both lesson plans and the paper. Students taking 581F(54) must prepare a paper on some subject associated with the field study.

Geography Course Description

Students enrolling for the three weeks course in geography will have the opportunity of studying responses to an environment which is vastly different from the Middle West. Climate, geologic structures and physiographic processes have developed landscapes which make it possible and, in many instances, necessary for man to devise numerous ways of making a living. The impact of British and French cultures upon the land make southeastern Canada an extremely interesting area for geography students. The agriculture of the Ontario Peninsula and the industrial development of the "Laurentian Front cities" illustrate the rapid growth of the Canadian economy in recent years. The wilderness areas of polished rock in the Laurentian Uplands give the student ample opportunity to view undeveloped land within a few miles of great industrial centers.

Each student will be provided a map of each day's travel and a set of field notes which will make possible the preparation of a field notebook. Every student will be expected to keep a notebook and to pass an examination. Graduate students will be required to prepare a paper on some phase of the field work and/or to develop a project under the supervision of the instructor.

Three weeks in the Provinces of Ontario and Quebec

AUGUST 6-24



1954 Field Study Courses

offered by

Eastern Illinois State College
CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit
in
History and Geography

1955 Field Trip Bulletin

Three weeks in
Glacier National Park
and the
Canadian Rockies

AUGUST 6-26



1955 Field Study Courses

offered by

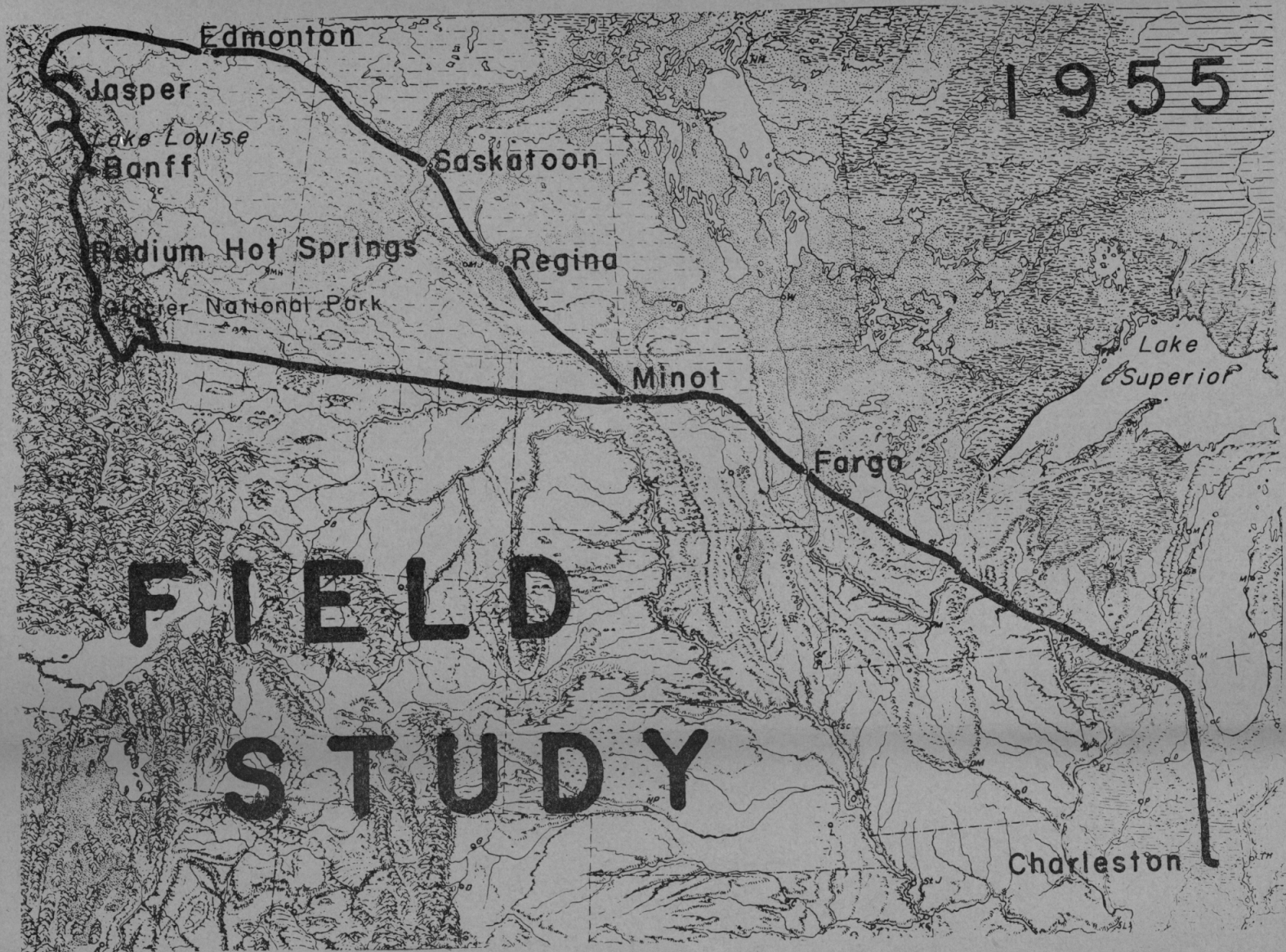
Eastern Illinois State College

CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit

in

History and Geography



Credit: A student may earn four quarter hours of credit in the field course. This credit may be taken in social science or geography. Dr. William Miner will conduct a course in North American History, and Dr. A. W. Brown will offer a course in the Geography of North America. A student may take either of these courses. Undergraduate credit is offered under the numbers 281F(55) and 381F(55); graduate work is offered as a Group II course 481 (55) or as a Group III course 581(55). Requirements under each of these course numbers will be found in the course description given in this folder. Credit for field courses is counted as residence credit.

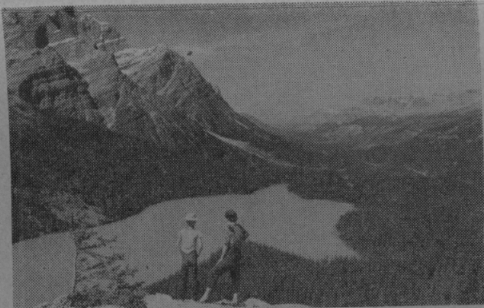
Cost: The student will be charged a fee of \$225.00 to cover transportation, lodging, medical insurance and admission fees. Since these courses are offered only through the Extension Office, the registration fee of \$12.50 must be added, making a total of \$237.50 for three weeks in the Rocky Mountains. A portion of this cost may be paid under the G. I. Bill. Students interested should check with The Director of Veteran's Services at Eastern.

Transportation: Transportation will be by comfortable bus operated in accordance with all interstate traffic regulations.

Accommodations: All overnight stops will be made at first-class hotels and motels.

Date of trip: The Field Study Group will leave the Eastern Campus on August 6 at 8:00 a.m. and will return to Charleston on August 26.

For further information: If you desire further information on these courses, please write to Dr. A. W. Brown, Geography Department, Eastern Illinois State College, Charleston, Illinois.



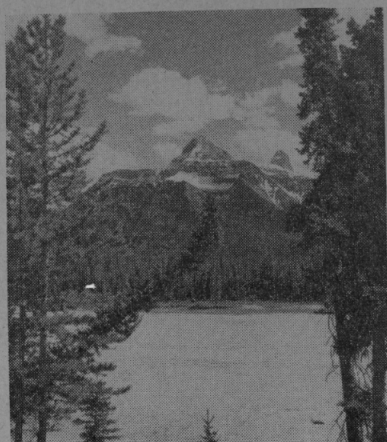
Upper left: Peyto Lake, Banff National Park.

Upper right: Grinnell Glacier, Glacier National Park.

Lower left: Mt. Brussels and Athabasca River, Jasper National Park.

Center: Bow Valley, Banff National Park.

Lower right: Mt. Norguay Chairlift, Banff National Park.



Registration Form For The Three-Week Field Trip

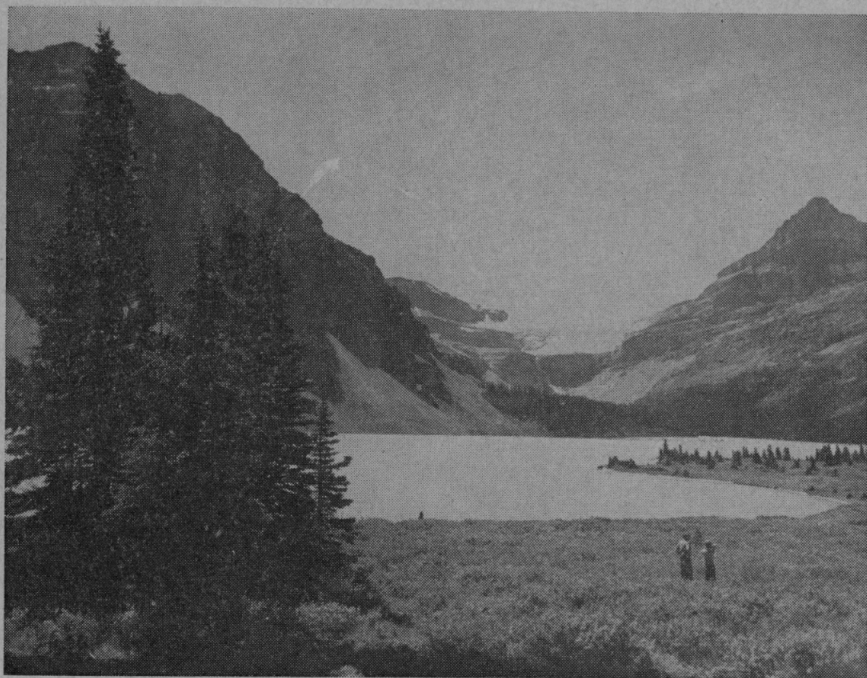
To be detached and sent to Dr. A. W. Brown, Department of Geography, Eastern Illinois State College, Charleston, Illinois, not later than June 1, 1955.

Enclosed is my deposit of \$25 for enrollment in the course indicated by the check mark at the left below. This amount is to be deducted from the trip fee of \$225. The balance is payable on the first day the class meets.

GEOGRAPHY	SOCIAL SCIENCE
() 281F(55)	() 281F(55)
() 381F(55)	() 381F(55)
() 481F(55)	() 481F(55)
() 581F(55)	() 581F(55)

(Signed) _____

Address _____



Points of Interest

Glacier National Park . . . Chief Mountain, icefields and valley glaciers . . . Lake McDonald . . . Radium Hot Springs . . . Kootenay National Park . . . Marble Canyon, Iceberg Lake . . . Salt Licks . . . Paint Pots . . . Lake Louise . . . Chair lift up Mt. Norguay . . . Valley of Ten Peaks . . . Emerald Lake . . . Yoho National Park . . . Takakkau Falls . . . Columbia Icefields . . . Jasper National Park . . . Maligne Lake . . . Moraine Lake . . . Going to the Sun Highway The Hoodoos . . . Banff National Park . . . Sundance Canyon . . . Elk Island Game Reserve.

Bow Lake, Banff National Park.

History Course Description

The 1955 Eastern field trip will continue to feature international and historical relations between Canada and the United States. The emphasis of the trip will be on Glacier Park area of Montana and the Canadian Rockies of Alberta and British Columbia. Five national parks will be among the places of historical and scenic interest. Historically, these areas were the objects of rivalry between the British Empire and the United States. Numerous stops will be made at points of unusual interest, and the whole trip is designed to give all students practical, "on the spot" experience in relation to the History of the United States and Canada. Both undergraduate and graduate requirements will be met.

All students are required to keep a notebook, pass an examination, and to do required reading. Social Science 381F(55) requires in addition a series of lesson plans or a paper based on the field study. The graduate course 481F(55) requires both lesson plans and the paper. Students taking 581F(55) must prepare a paper on some subject associated with the field study.

Geography Course Description

Students enrolling for the three weeks course in geography will have the opportunity of studying responses to an environment which is vastly different from the Middle West. Climate, geologic structures and physiographic processes have developed landscapes which make it possible and, in many instances, necessary for man to devise numerous ways of making a living. The northern plains of the United States and those of southern Canada present an agricultural response far different from that found in the Corn Belt. From Glacier National Park until the group leaves Jasper ten days later, the trip will be through one of the most scenic mountainous regions of the world where the student may study first hand the work of ice as well as see and ride across remnants of the glacial ice which once covered the entire route of the 1955 Field Study.

Each student will be provided a map of each day's travel and a set of field notes which will make possible the preparation of a field notebook. Every student will be expected to keep a notebook and to pass an examination. Graduate students will be required to prepare a paper on some phase of the field work and/or to develop a project under the supervision of the instructor.

1956 Field Trip Bulletin

Twenty days in
***New England
and the
Northeastern
United States***

AUGUST 4-23



1956 Field Study Courses

offered by

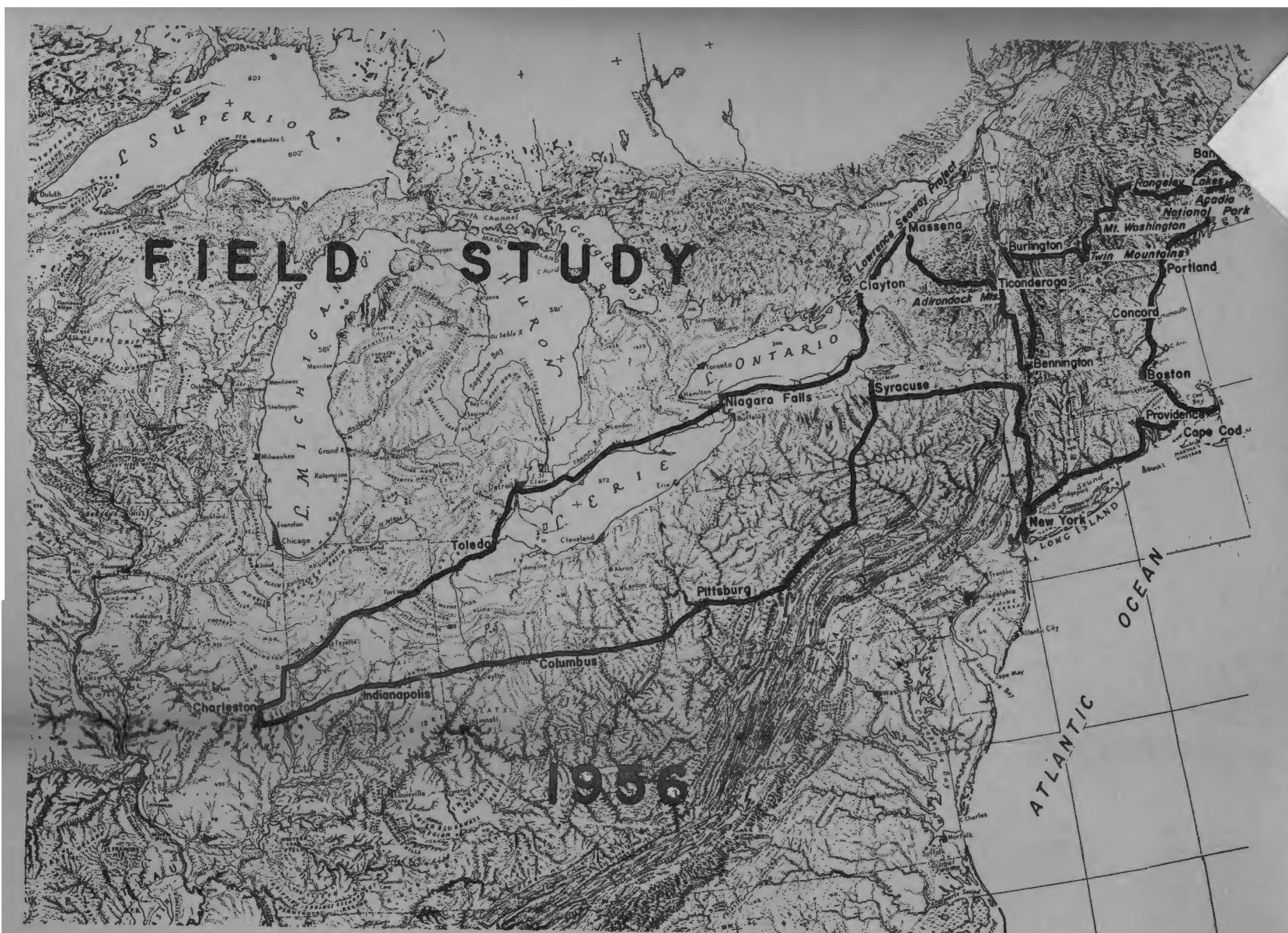
Eastern Illinois State College

CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit

in

History and Geography



Credit: A student may earn four quarter hours of credit in the field course. This credit may be taken in social science or geography. Dr. William Miner will conduct a course in North American History, and Dr. Albert W. Brown will offer a course in the Geography of North America. A student may take either of these courses. Undergraduate credit is offered under the numbers 281F(55) and 381F(55); graduate work is offered as a Group II course 481(55) or as a Group III course 581(55). Requirements under each of these course numbers will be found in the course description given in this folder. Credit for field courses is counted as residence credit.

Cost: The student will be charged a fee of \$195.00 to cover transportation, lodging, medical insurance and admission fees. Since these courses are offered only through the Extension Office the registration fee of \$12.50 must be added, making a total of \$207.50 for the three weeks in Northeastern United States. A portion of this cost may be paid under the G. I. Bill. Students interested should check with The Director of Veteran's Services at Eastern.

Transportation: Transportation will be comfortable bus operated in accordance with all interstate traffic regulations.

Accommodations: All overnight stops will be made at first-class hotels and motels.

Date of trip: The Field Study Group will leave the Eastern Campus on August 4 at 8:00 a.m. and will return to Charleston on August 23.

For further information: If you desire further information on these courses, please write to Dr. Albert W. Brown, Geography Department, Eastern Illinois State College, Charleston, Illinois.



Upper left: Niagara Falls—NYSPIX-Commerce.

Upper center: UN—NYSPIX-Commerce.

Upper right: Mt. Washington—Sanford photo.

Lower left: New Hampshire Church.



Registration Form For The Three-Week Field Trip

To be detached and sent to Dr. Albert W. Brown, Department of Geography, Eastern Illinois State College, Charleston, Illinois, not later than June 1, 1956.

Enclosed is my deposit for \$25 for enrollment in the course indicated by the check mark at the right below. This amount is to be deducted from the trip fee of \$195.00. The balance is payable by the afternoon of August 3, when the class will meet for the first time.



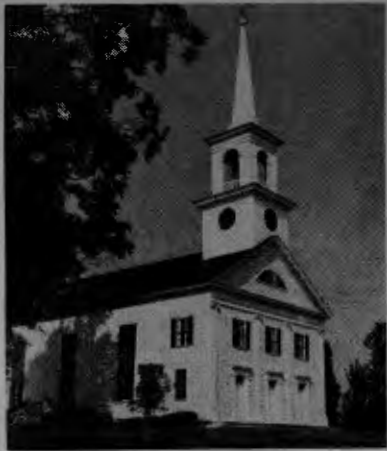
Cape Cod beach

I will be taking this course for credit in the following:

GEOGRAPHY SOCIAL SCIENCE PROFESSIONAL GROWTH

(Signed) _____

(Address) _____



Upper left: Niagara Falls—NYSPIX-Commerce.

Upper center: UN—NYSPIX-Commerce.

Upper right: Mt. Washington—Sanford photo.

Lower left: New Hampshire Church.

Lower right: St. Lawrence Seaway—NYSPIX-Commerce.





Cannon Mt. Tramway
Franconia Notch, N. H.

Points of Interest

Niagara Falls . . . Finger Lake District of New York . . . Thousand Islands . . . St. Lawrence Seaway Project . . . Adirondack Mountains . . . Vermont Valley . . . Granite and marble quarries of Vermont . . . Green Mountains and White Mountains . . . Mt. Washington . . . Old Man of the Mountain . . . Rangeley Lake District of Maine . . . Coast of Maine . . . Acadia National Park . . . Portsmouth . . . Boston and environs . . . Plymouth . . . Cape Cod . . . New Bedford and Providence . . . Connecticut River Valley . . . Manhattan Island and the United Nations . . . Hudson-Mohawk Valley . . . Industrial Complex of Western Pennsylvania.



Manhattan Island—NYSPIX-
Commerce

History Course Description

The 1956 field trip will emphasize the regional history of colonial and modern New England. This "center of the Puritan Settlements" is one of the richest areas of the United States in respect to our early history and culture. Such famous places as Fort Ticonderoga; Plymouth, Massachusetts; and Providence, Rhode Island, have long been symbolic of American ideals and life. International and historical relations between New England and Canada will be stressed since the economy and history of both areas are closely knitted together. Numerous stops will be made at points of unusual interest. The course is designed to meet the needs of various students. Both undergraduate and graduate requirements will be met.

All students are required to keep a notebook, pass an examination, and to do required reading. Social Science 381F(56) requires in addition a series of lesson plans or a paper based on the field study. The graduate course 481F(56) requires both lesson plans and the paper. Students taking 581F(56) must prepare a paper on some subject associated with the field study.

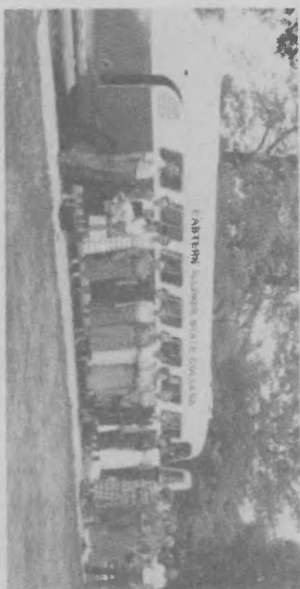
Geography Course Description

Students enrolling for credit in Geography will have an opportunity to consider man's response to an environment far different than that found in the Middle West. Climatic and geologic factors will be considered as well as the cultural heritage and rich historical geography of the area through which we pass. Man-made structures such as the St. Lawrence Seaway Project, the Metropolitan Complex of Manhattan Island, the Barge Canal, and New York State Thru-way, will share with the natural scenes of Niagara Falls, the Adirondacks, Taconic, Green and White Mountains, the wilderness and coast of Maine and Cape Cod even as man and nature share in reality.

Each student will be provided a map of each day's travel and a set of field notes which will make possible the preparation of a field notebook. Every student will be expected to keep a notebook and to pass an examination. Graduate students will be required to prepare a paper on some phase of the field work and/or to develop a project under the supervision of the instructor.

Twenty days in
New England
and the
Northeastern
United States

AUGUST 4-23



1956 Field Study Courses

offered by

Eastern Illinois State College

CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit

in

History and Geography

1957 Field Trip Bulletin

Summer Session

To

ALASKA

En Route

June 21 through July 29



1957 Field Study Courses

offered by

Eastern Illinois State College

CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit

in

Geography and Botany

CREDIT: A student may earn up to 12 quarter hours of credit in the field course. This credit may be taken in Botany or Geography, or both. Dr. Kenneth Damann will conduct courses in Botany, and Dr. Albert W. Brown will offer courses in Geography. Undergraduate credit is offered under the numbers 281F(57) and 381F(57); graduate work is offered as a Group II course 481F(57) or as a Group III course 581F(57). Requirements under each of these course numbers will be found in the course description given in this folder. Credit for field courses is counted as residence credit. Substitution of credit may be made where the occasion warrants it.



COST: The student will be charged a fee of \$625.00 to cover transportation, lodging, medical insurance, and admission fees while on the tour from June 21 through July 29. A portion of this cost may be paid under the G. I. Bill. Students interested should check with the Director of Veterans Services at Eastern. Up to one half the cost of the trip may be financed with payments starting in October, 1957.

Botany Course Description

Emphasis in the Botany courses will be placed upon the Vegetation of North America. The ecological relationships and economic significance of the native species as well as the agricultural crop plants will be studied throughout the trip. Typical plant communities of Deciduous Forests, Prairies, Plains, Western Evergreen Forests, Northern Evergreen (Boreal) Forests, and both Alpine and Arctic Tundra will be observed en route.

An introduction to the plant kingdom and methods of naming some of the common trees, shrubs and flowers will make up a major portion of the preparatory work during the orientation week on campus. In addition, the botanical background necessary to recognize and explain the competition that exists between species in various ecological habitats will be reviewed. The facilities of the botanical laboratories, including several hundred natural color slides, plus actual plant specimens of the herbarium, greenhouse and campus will be used extensively in the pre-trip orientation.

Geography Course Description

Students enrolling for credit in Geography will have an opportunity to work in many environments far different from the Midwest and to observe man's responses to those environmental conditions. Some emphasis will be placed on the geology and physiography of the various regions through which we pass. The historical backgrounds of the people and settlements will be considered in so far as it is important in understanding the current conditions.

Each student will be provided with a map and field notes for each day's travel which will aid in the preparation of a field notebook.

Ample time has been allotted for stops along the route and for discussion sessions whenever new material warrants it.

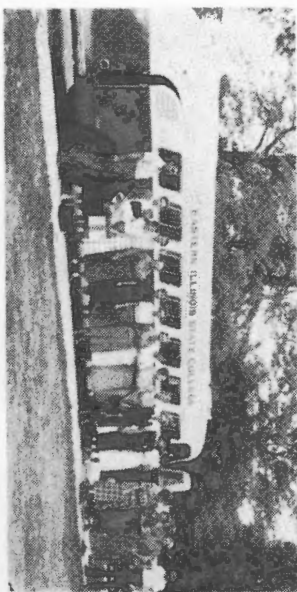
Summer Session

To

ALASKA

En Route

June 21 through July 29



1957 Field Study Courses

offered by

Eastern Illinois State College
CHARLESTON, ILLINOIS

Undergraduate and Graduate Credit

in

Geography and Botany

Registration Form For The 1957 Alaskan Field Study

To be detached and sent to Dr. Albert W. Brown, Department of Geography, Eastern Illinois State College, Charleston, Illinois, NOT LATER than June 1, 1957.

Enclosed is my deposit for \$25 for enrollment in the course indicated by the check mark at the right below. This amount is to be deducted from the trip fee of \$625.00. The balance payable by the afternoon of June 10 or financing of the trip will be arranged at that time.



I will be taking this tour for credit (maximum 12 q. hrs.) in the following:

- GEOGRAPHY BOTANY PROFESSIONAL GROWTH
 "CULTURAL" REQUIREMENT IN THE MASTER'S PROGRAM
 MY COLLEGE STATUS IS FRESHMAN; SOPHOMORE;
 JUNIOR; SENIOR; GRADUATE; SPECIAL

(Signed) _____

(Address) _____

1957 Field Study to ALASKA



Transportation: Transportation will be by comfortable bus operated in accordance with all interstate traffic regulations to Anchorage, Alaska. The flight from Anchorage to Chicago will be by safe, multi-engined aircraft.

Accommodations: All overnight stops will be made at first-class hotels and motels.

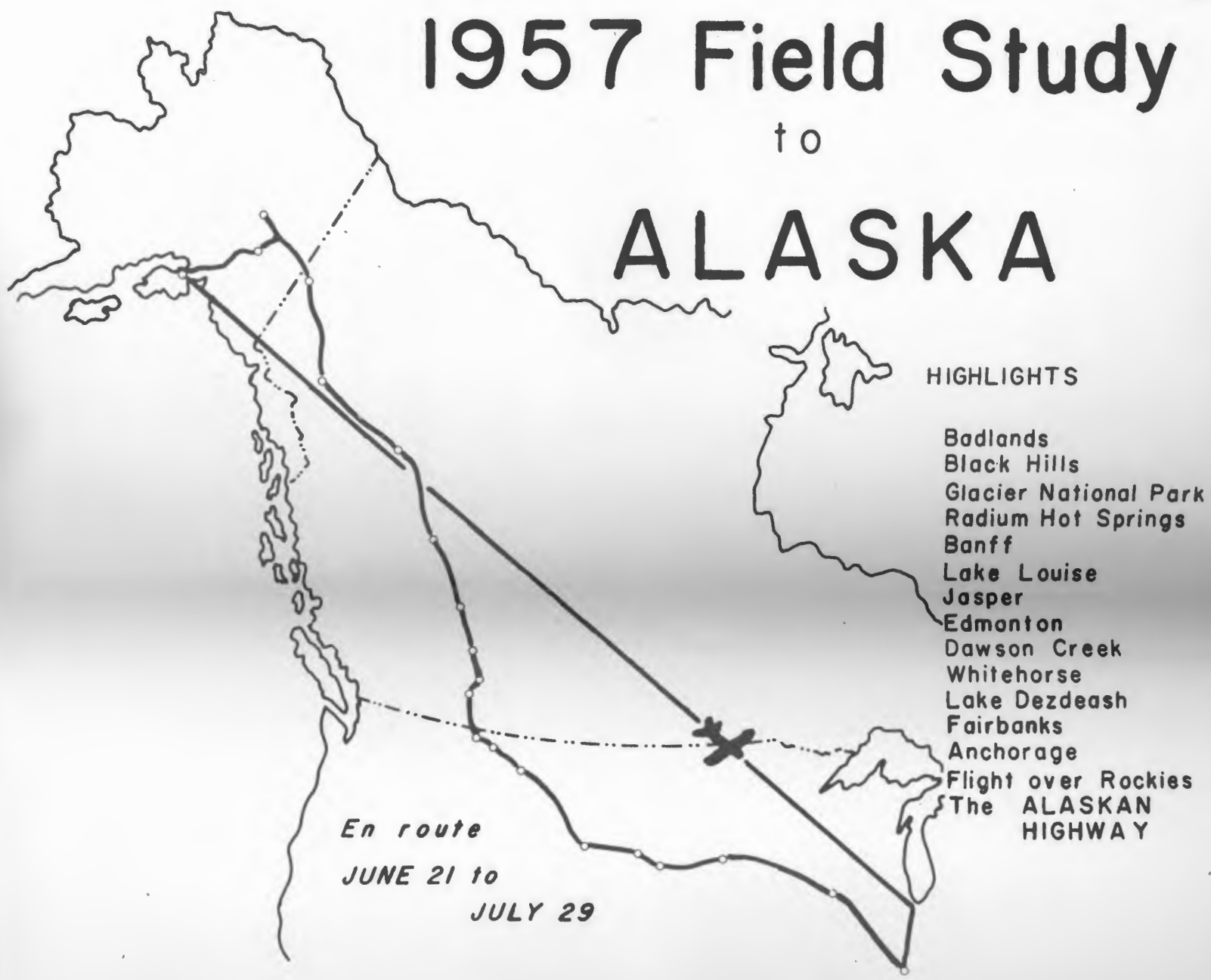
Date of Trip: The field Study Group will leave the Eastern Campus on June 21, 8:00 a.m. and will return to Charleston on July 29. Seminars on campus will coincide with the regular summer session with registration on June 10.

For Further Information: If you desire further information on these courses, please write to Dr. Albert W. Brown, Geography Department, Eastern Illinois State College, Charleston, Illinois.



Upper left: Grinnel Glacier and Garden Wall—Glacier National Park

1957 Field Study to ALASKA



Transportation: Transportation will be by comfortable bus operated in accordance with all interstate traffic regulations to Anchorage, Alaska. The flight from Anchorage to Chicago will be by safe, multi-engined aircraft.

Accommodations: All overnight stops will be made at first-class hotels and motels.

Date of Trip: The field Study Group will leave the Eastern Campus on June 21, 8:00 a.m. and will return to Charleston on July 29. Seminars on campus will coincide with the regular summer session with registration on June 10.

For Further Information: If you desire further information on these courses, please write to Dr. Albert W. Brown, Geography Department, Eastern Illinois State College, Charleston, Illinois.



Upper left: Grinnel Glacier and Garden Wall—Glacier National Park

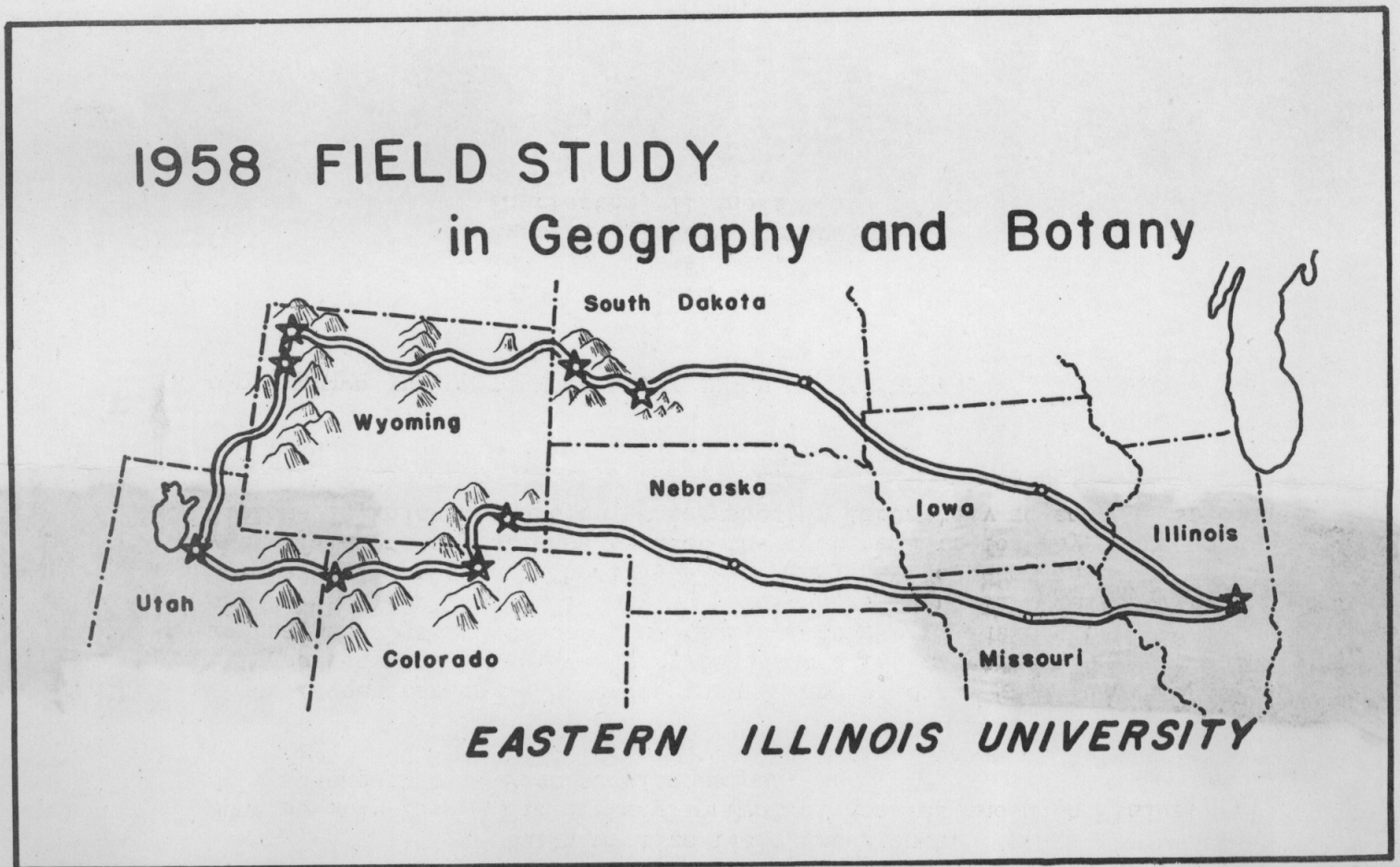
Center: Lake Louise—Alberta Government Photograph

Upper right: Peyto Lake—Alberta, Canada

Lower left: Banff—Alberta, Canada

Lower right: Mt. Rushmore—Black Hills





PRAIRIE STATE FIELD STUDY
1958

To: Central Rocky Mountain Region

Sponsored by
Eastern Illinois University

Dates:	June 1	Suggested final date for reservation.
	June 16	On campus registration.
	June 17-27	On campus orientation period with local field work to provide students with sufficient background to more fully utilize field experience.
	June 30-July 25	Field study in Central Rockies and High Plains.
	July 28-August 8	Post session campus.

Credit: Up to 12 quarter hours of undergraduate and graduate credit may be earned in Geography and Botany. Credit is allowed for electives in all curricula and can be substituted for some required courses. Field study credit may be used for Group III and, in some cases, Group II requirements in the Master's program. The 1958 Field Study may be taken in place of the year of laboratory science to meet the requirements for any degree or diploma in which no particular sequence in laboratory science is specified.

FOR FURTHER INFORMATION OR RESERVATION FORMS, WRITE:

Albert W. Brown
Geography Department
Eastern Illinois University
Charleston, Illinois

APPENDIX D

Names and addresses of Field Trippers

from E. I. S. C.,

1941 to 1956

1941 Field Trippers

- | | |
|--|--|
| <p>1. Kathryn Beard
Pana, Illinois</p> | <p>15. Mrs. Ralph Logan
Belleville, Illinois</p> |
| <p>*2. Mirian Bland—
now Mrs. Milton I. McMahan
321 Townes St. Ext.
Greenville, South Carolina</p> | <p>16. Stella Marie Powell
Chicago, Illinois</p> |
| <p>*3. Betty Lou Cole
317 S. 11th St.
Mattoon, Illinois</p> | <p>*17. Edna Mills—
now Mrs. Edna Taylor
Box 228
Levington, Illinois</p> |
| <p>4. Lloyd Elam
Strasburg, Illinois</p> | <p>18. Theresa Reiss
St. Louis, Illinois</p> |
| <p>5. Mrs. Grace Fairchild
Odell, Illinois</p> | <p>19. Ada Viola Scherer
Olney, Illinois</p> |
| <p>*6. Florillo Gard
306 E. Jefferson
Casey, Illinois</p> | <p>20. Chlorene Schick
Casey, Illinois</p> |
| <p>*7. Fannie M. Gregory
717 E. North Ave.
Olney, Illinois</p> | <p>21. Edith Shutes
Bloomington, Illinois</p> |
| <p>*8. Roy J. Griebel
109 E. Green
Mascoutah, Illinois</p> | <p>22. Rosalie Smith
St. Elmo, Illinois</p> |
| <p>*9. Lena I. Heim
928 W. Douglas
Jacksonville, Illinois</p> | <p>*23. Martena R. Snearley—
now Mrs. Lloyd Elam
Strasburg, Illinois</p> |
| <p>10. Mildred Kotval
Cicero, Illinois</p> | <p>*24. Jessie Pearl Stanhope
1575 North Main
Decatur, Illinois</p> |
| <p>11. Lois Miram Landers
Beecher City, Illinois</p> | <p>25. Mrs. Harriet Woods Stelzer
Mt. Carmel, Illinois</p> |
| <p>*12. Bernice Lawson
R. R. 3
Casey, Illinois</p> | <p>*26. Sarah Virginia Traylor—
now Mrs. Schermesser
Coffeen, Illinois</p> |
| <p>13. Gertrude Leigh
Ramsey, Illinois</p> | <p>*27. Beth Vail
3206 Devon Road
Muncie, Indiana</p> |
| <p>14. Mr. Ralph W. Logan
Belleville, Illinois</p> | <p>28. Mrs. Winona Wilson
Olney, Illinois</p> |

Note: An asterick indicates that the person replied to the questionnaire.

1941 Field Trippers (continued)

29. Iva Zachary
Newman, Illinois
30. Cleo Wood
610 S. Cuyler Ave.
Oak Park, Illinois

Camp stewards

- *1. Marvin Christman
4815 E. 44th
Seattle, Washington
2. Claude Hayes
Paris, Illinois
3. James L. Mason
Charleston, Illinois
- *4. William Reat
17 Grant St.
Charleston, Illinois
5. Lee Taylor
Garrett, Illinois
6. Ralph Wilson
Pontiac, Illinois

Directors

1. Dr. Charles H. Coleman
903 Taylor
Charleston, Illinois
2. Dr. Norman Carls

Hostess

1. Roberta Poos

1947 Field Trippers

1. Kathleen Bell
2. Betty Bozarth
- *3. Nellie Burnett
404 N. Broadway
Shelbyville, Illinois
4. Edith Curtis
5. Kathryn Dey
- *6. Blanche Doolen—
now Mrs. Atkins
Maroa, Illinois
7. Margery Elder
8. David Firebaugh
- *9. Ruth Good
230 Lake St.
Libertyville, Illinois
10. Pauline Guinnee
11. Jean Haddow
12. Ruth Harris
13. Hazel Hartman
14. Clara Hays
15. Marian Hicks
16. Nola Hicks
17. Nellie House
18. Keith Howell
19. Avanelle C. Jeffers
Mooseheart, Illinois
20. Frances Kauper
21. Norma Keating
22. William Leary
23. Gladys Lyon
24. Jacqueline McCorkle
25. Lena Marcocci
26. Norah Marron
- *27. Marie Moss
Moweaqua, Illinois
28. Mollie Moss
Moweaqua, Illinois
29. Paul Nichols
30. Helen Otto
31. Gladys Pilcher
1219 Mkey Lane
Nashville, Tennessee
32. Myra Jean Richards
33. Alice Runyon
34. Clara Lorene Stein
35. Mary Toliver
Noble, Illinois
36. Isabel Walley
Stonington, Illinois
37. Oma Roberts Whittaker
38. Fern L. Williamson
39. Charlotte Heischmidt Wolf
40. Dorothy Woods
942 West William
Decatur, Illinois
41. Melvin Yantis
42. Iva Zachary
43. Violet Drees

1947 Field Trippers (continued)

Camp Stewards

1. Jack C. Henschen
2. Chester R. Leathers
3. Roland D. Breininger
4. Max Edgar
5. Carroll Stanhope

Camp Cooks

1. Verna Lowry
2. Ruth Shawver
3. Elizabeth Buell

Drivers

1. Harold Stites
- 3 Parkhill drivers

Directors

1. Dr. Elton M. Scott
2. Dr. Charles H. Coleman
903 Taylor
Charleston, Illinois

1949 Field Trippers

1. Mr. Gail Warren Abney
366 Vanderwater St.
Kankakee, Illinois
 - *2. Mrs. Marion James Akers
176 Oak St.
Centerville, California
 3. Mr. Wallace Jean Beadles
Walnut Hill, Illinois
 - *4. Mrs. Birdie J. Bensley
R. R. 2
Greenup, Illinois
 - *5. Catherine Fern Boston
Owaneco, Illinois
 6. Miss Lois Mariel Crum
Humboldt, Illinois
 - *7. Mrs. Ellen Burton Decker
R. R. 1
Casey, Illinois
 - *8. Blanche F. Doolen—
now Mrs. Atkins
Maroa, Illinois
 - *9. Miss Anna Belle Groves
R. R. 1
Clinton, Indiana
 10. Mr. Lowell Guffy
2401 E. Main
Danville, Illinois
 11. Mrs. Lowell Guffy
2401 E. Main
Danville, Illinois
 - *12. Lucile Kate Guthridge—
now Mrs. Reed
Camargo, Illinois
 - *13. Goldie Jinkins
Fairmount, Illinois
 - *14. Ethyl McDonald—
Now Mrs. Stiers
914 East Park St.
Taylorville, Illinois
 - *15. Marie Moss
Moweaqua, Illinois
 16. Mollie Moss
Moweaqua, Illinois
 - *17. Mr. Roy Olive
Box 283
Alhambra, Illinois
 18. Mrs. Adith Williams Poole
Moweaqua, Illinois
 - *19. Mrs. Grace Margaret Purvis
Sullivan, Illinois
 - *20. Mrs. Helen Baker Storm
3021 Walnut Ave.
Mattoon, Illinois
 - *21. Mary Ellen Toliver
Noble, Illinois
 22. Faye Isabel Walley
Stonington, Illinois
 - *23. Miss Dorothy Woods
942 W. William
Decatur, Illinois
 24. Mrs. Mary Beery Wooters
Findlay, Illinois
 - *25. Mr. Guy Lawrence Wright
117 Fair St.
Carmi, Illinois
- Directors
1. Dr. B. K. Barton
1816 Ninth St.
Charleston, Illinois
 2. Dr. Charles H. Coleman
903 Taylor
Charleston, Illinois

1950 Field Trippers

- | | |
|---|--|
| 1. J. Arbuster
Hartsburg, Illinois | *15. Goldie Jinkins
Fairmount, Illinois |
| 2. Mrs. Jessie Bellotte
343 E. Ysvojoai
Tucson, Arizona | *16. Louise Kirby
5 W. Wood St.
Palatine, Illinois |
| *3. Raymond Biggs
Palestine, Illinois | *17. Lucile Krabbe
Dieterich, Illinois |
| *4. Janice Bolt
Ramsey, Illinois | 18. Billie Lafever
Milmine, Illinois |
| *5. Mable Booker
5 W. Wood St.
Palatine, Illinois | 19. Reba Lawyer
R. R. 1
Charleston, Illinois |
| 6. Louise Delap
Kansas, Illinois | 20. Jean Long
Blue Mound, Illinois |
| 7. Don Doty
R. R. 1
Charleston, Illinois | *21. Lola McClure
Tower Hill, Illinois |
| 8. Geneva Douglas
Oblong, Illinois | 22. Josephine McCormick
341 W. Harrison
Decatur, Illinois |
| 9. Mary E. Ellington
705 S. 15th St.
Mattoon, Illinois | 23. Oneita Mills
717 W. N. Second
Shelbyville, Illinois |
| *10. Maurine Field
Box 266
Charleston, Illinois | *24. Gladys Pilcher
1219 Mxey Lane
Nashville, Tennessee |
| *11. Mary Louise Flanery—
now Mrs. Adams
Rt. 6
Paris, Illinois | *25. Grace Pugh—
now Mrs. Brooks
714 Jackson
Peoria, Illinois |
| *12. Glenn Frame
401 W. Mechanic St.
Hillsboro, Illinois | *26. Lucinda Rose
Windsor, Illinois |
| *13. Anna Belle Groves
R. R. 1
Clinton, Indiana | *27. Estaleen Scribner
115 E. Michigan Ave.
Jacksonville, Illinois |
| *14. Ruby Harmon
Box 81
Taylorville, Illinois | *28. Marguerite Davenport Shay
Stonington, Illinois |
| | 29. Marjorie Shook
Newton, Illinois |

1950 Field Trippers (continued)

*30. Irene Smith
Box 3483
South Rockwood, Michigan

*31. Anna Staubus
Cissna Park, Illinois

*32. Mary Toliver
Noble, Illinois

33. Isabel Walley
Stonington, Illinois

Directors

1. Dr. B. K. Barton
1816 Ninth St.
Charleston, Illinois

2. Dr. Glenn Seymour
1022 Fourth St.
Charleston, Illinois

3. Miss Dorothy Lee

1951 Field Trippers

- | | |
|--|---|
| *1. Mrs. Marion Akers
176 Oak St.
Centerville, California | *15. Louise Kirby
5 W. Wood St.
Palatine, Illinois |
| *2. Verna Ballard
362 Crescent
Peoria, Illinois | *16. Mary Lutz
Mulberry Grove, Illinois |
| *3. Mable Booker
5 W. Wood St.
Palatine, Illinois | *17. Gladys Pilcher
1219 Mxey Lane
Nashville, Tennessee |
| 4. Geneva Crew
R. R. 4
Robinson, Illinois | *18. Lucinda Rose
Windsor, Illinois |
| 5. Lois Crum
Humboldt, Illinois | 19. Janice Sargent
702 E. Maple St.
Hoopeston, Illinois |
| 6. Bernadine Day
Lerna, Illinois | 20. Pearl Sargent
702 E. Maple St.
Hoopeston, Illinois |
| *7. Hazel Dunivan
1035 N. Warren
Decatur, Illinois | *21. Anna Scott
R. R. 2
Paris, Illinois |
| *8. Ruth Good
230 Lake St.
Libertyville, Illinois | *22. Anna E. Staubus
Cissna Park, Illinois |
| 9. Natalla Green
Locust Lawn
Oakland, Illinois | <u>Directors</u> |
| *10. Anna Belle Groves
R. R. 1
Clinton, Indiana | 1. Dr. B. K. Barton
1816 Ninth St.
Charleston, Illinois |
| 11. Gladys Heck
R. R. 4
Robinson, Illinois | 2. Dr. William D. Miner
Lincoln Highway Road
Charleston, Illinois |
| 12. Mrs. Avanella Jeffers
Mooseheart, Illinois | <u>Driver</u> |
| *13. Goldie Jinkins
Fairmount, Illinois | 1. William Humes |
| *14. Bernadine Keirn
402 E. Baltimore
Wilmington, Illinois | |

1952 Field Trippers

- | | |
|--|--|
| <p>*1. Mrs. Marion Akers
176 Oak St.
Centerville, California</p> <p>2. Verne Bear
431 S. Winfield
Kankakee, Illinois</p> <p>*3. Raymond Biggs
Palestine, Illinois</p> <p>*4. Mable Booker
5 W. Wood St.
Palatine, Illinois</p> <p>5. Bernadine Day
Lerna, Illinois</p> <p>6. Yvonne Fehrenbacher
410 W. Reynolds
Newton, Illinois</p> <p>*7. Dollie Gallagher
115 N. Jefferson
Olney, Illinois</p> <p>8. Ruth Gilbert
2609 Marshall
Mattoon, Illinois</p> <p>*9. Ruth Good
230 Lake St.
Libertyville, Illinois</p> <p>10. Clede Hallett
605 E. Third St.
Pana, Illinois</p> <p>*11. Dane Henderson, F.A. 4796382
USS Henry V Tucker
DDR875 "M" Div.
% F.P.O.
San Francisco, California</p> <p>12. Velma Hogge
Beecher City, Illinois</p> <p>13. Goldie Jinkins
Fairmount, Illinois</p> | <p>14. Janice Jump—
now Mrs. John B. Waggoner
9606 W. Schiller
Franklin Park, Illinois</p> <p>*15. Louise Kirby
5. W. Wood St.
Palatine, Illinois</p> <p>16. Mabelle Laue
Beecher City, Illinois</p> <p>17. Mrs. Lemke
19630 Lyndon
Detroit 23, Michigan</p> <p>*18. Mary Lutz
Mulberry Grove, Illinois</p> <p>19. Oneita Mills
717 W. N. Second
Shelbyville, Illinois</p> <p>*20. Goldia Moseley
1109 Cedar St.
Lawrenceville, Illinois</p> <p>*21. Lucinda Rose
Windsor, Illinois</p> <p>22. Janice Sargent
702 E. Maple
Hoopeston, Illinois</p> <p>23. Pearl Sargent
702 E. Maple
Hoopeston, Illinois</p> <p>24. Ida May Shouse
507 W. Fayette
Effingham, Illinois</p> <p>*25. Irene Smith
Box 3483
South Rockwood, Michigan</p> <p>*26. Anna Staubus
Cissna Park, Illinois</p> |
|--|--|

1952 Field Trippers (continued)

Directors

1. Dr. B. K. Barton
1816 Ninth St.
Charleston, Illinois

2. Dr. William D. Miner
Lincoln Highway Road
Charleston, Illinois

Chaperone

1. Winifred Bally
829 Seventh St.
Charleston, Illinois

Driver

1. Loren Medberry

1953 Field Trippers

- | | |
|---|---|
| *1. Helen Anderson Alison
402 Dowlatt Ave.
Westville, Illinois | *13. Bernadine Keirn
402 E. Baltimore
Wilmington, Illinois |
| 2. Elizabeth Arney
820 Main St.
Hillsboro, Illinois | *14. Louise Kirby
5 W. Wood St.
Palatine, Illinois |
| 3. Mary Ellen Arney
820 Main St.
Hillsboro, Illinois | *15. Mary Lutz
Mulberry Grove, Illinois |
| *4. Mable Booker
5 W. Wood St.
Palatine, Illinois | *16. Evalyn Pettigrew
Ellery, Illinois |
| *5. Fern Brown
210 S. Fairview
Decatur, Illinois | *17. Marian Reutter
Cissna Park, Illinois |
| *6. Lillian Delavergne
P. O. Box 50
Monroe Center, Illinois | *18. Hazel Roberts
Ashmore, Illinois |
| *7. Helen Durston
Witt, Illinois | *19. Anna Scott
R. R. 2
Paris, Illinois |
| *8. Annabelle Funk
517½ Prairie St.
St. Charles, Illinois | *20. Vercie Lois Shelton
Eastern Bible Institute
Green Lane, Pennsylvania |
| *9. Dollie Gallagher
115 N. Jefferson
Olney, Illinois | *21. Anna Staubus
Cissna Park, Illinois |
| *10. Ruth Good
230 Lake St.
Libertyville, Illinois | *22. Inis Uhl
1014 E. Elm St.
Olney, Illinois |
| 11. Clede Hallett
605 E. Third St.
Pana, Illinois | *23. Lee Weaver
57 Summit Ave.
Park Ridge, Illinois |
| *12. Dane Henderson, F.A. 4796382
USS Henry V Tucker
DDR875 "M" Div.
½ F.P.O.
San Francisco, California | |

Directors

1. Dr. B. K. Barton
1816 Ninth St.
Charleston, Illinois
2. Dr. William D. Miner
Lincoln Highway Road
Charleston, Illinois

Chaperone

1. Winifred Bally
829 Seventh St.
Charleston, Illinois

Driver

1. William Humes

1954 Field Trippers

- | | |
|---|--|
| *1. Mrs. Effie Bailey
Willow Hill, Illinois | *15. Evalyn Pettigrew
Ellery, Illinois |
| 2. Ruth Buesking
Stewardson, Illinois | *16. Lawrence P. Ray
1226 N. Church St.
Rockford, Illinois |
| *3. Mrs. Pearl Connell
Toledo, Illinois | *17. Lucinda Rose
Windsor, Illinois |
| *4. Mrs. Hazel Dunivan
1035 N. Warren
Decatur, Illinois | *18. Emma Sharp
604 Jefferson
Lawrenceville, Illinois |
| *5. Annabelle Funk
517½ Prairie St.
St. Charles, Illinois | *19. Irene Smith
Box 3483
South Rockwood, Michigan |
| *6. Dollie Gallagher
115 N. Jefferson
Olney, Illinois | *20. Anna Staubus
Cissna Park, Illinois |
| *7. Mildred Hall
Windsor, Illinois | *21. Mildred Thomas
1101 W. S. 2nd
Shelbyville, Illinois |
| 8. Clede Hallett
605 E. Third St.
Pana, Illinois | *22. Inis Uhl
1014 E. Elm St.
Olney, Illinois |
| 9. Mrs. Maude Huffman—
now Mrs. Flood
Toledo, Illinois | 23. Leona Wirth
211 E. Second St.
Mt. Carmel, Illinois |
| *10. Goldie Jenkins
Fairmount, Illinois | *24. Daisy Woodyard
310 N. 12th St.
Mattoon, Illinois |
| 11. Annalee Jones
Mt. Carmel, Illinois | |
| *12. Ethyl McDonald—
now Mrs. Stiers
914 East Park St.
Taylorville, Illinois | |
| 13. Oneita Mills
717 W. N. Second
Shelbyville, Illinois | |
| *14. Gene Niccum
Effingham, Illinois | |

Directors

1. Dr. B. K. Barton
1816 Ninth Street
Charleston, Illinois
2. Dr. William D. Miner
Lincoln Highway Road
Charleston, Illinois

Chaperone

1. Winifred Bally
829 Seventh St.
Charleston, Illinois

Driver

1. Loren Medberry

1955 Field Trippers

- | | |
|--|--|
| *1. Mable Booker
5 W. Wood St.
Palatine, Illinois | *13. Willa Lane
875 Seventh St.
Charleston, Illinois |
| 2. Ruth Buesking
Stewardson, Illinois | *14. Mary Lutz
Mulberry Grove, Illinois |
| *3. Lillian Delavergne
P. O. Box 50
Monroe Center, Illinois | *15. Lola McClure
Tower Hill, Illinois |
| *4. Dana Evans
1271 W. Main St.
Decatur, Illinois | 16. Florence Rardin
868 Eleventh
Charleston, Illinois |
| *5. Dollie Gallagher
115 N. Jefferson
Olney, Illinois | *17. Lawrence P. Ray
1226 N. Church St.
Rockford, Illinois |
| *6. Florillo Gard
306 E. Jefferson
Casey, Illinois | *18. Hazel Roberts
Ashmore, Illinois |
| *7. Ruth Good
230 Lake St.
Libertyville, Illinois | *19. Edna Taylor
Box 228
Lovington, Illinois |
| *8. Helen Ginder
1121 S. 17th
Mattoon, Illinois | 20. Edith Wahls
1002 Tenth St.
Charleston, Illinois |
| 9. David Hannah
3113 Western Ave.
Mattoon, Illinois | |
| *10. Dane Henderson, F. A. 4796382
USS Henry V Tucker
DDR875 "M" Div.
% F.P.O.
San Francisco, California | |
| *11. Louise Kirby
5 W. Wood St.
Palatine, Illinois | |
| *12. Judith Lane
1401 N. Main
Bloomington, Illinois | |

Directors

1. Dr. Albert W. Brown
1442 Eleventh St.
Charleston, Illinois
2. Dr. William D. Miner
Lincoln Highway Road
Charleston, Illinois

Chaperone

1. Winifred Bally
829 Seventh St.
Charleston, Illinois

Driver

1. Loren Medberry

1956 Field Trippers

1. Ruth Anspach
110 E. Owen St.
Newton, Illinois
2. Ruth Buesking
Stewardson, Illinois
3. Arnold Carey
708 S. 7th Ave.
Maywood, Illinois
4. Patricia Casey
Oakland, Illinois
5. Mrs. Grace M. Casteel
Oakwood, Illinois
6. Mrs. Lola R. Chappellear
326 N. Ashland
LaGrange Park, Illinois
7. Mrs. Francis Dickerson
Sidell, Illinois
8. Florillo Gard
306 E. Jefferson
Casey, Illinois
9. Mrs. Viola K. Hallock
Ashmore, Illinois
10. Mrs. Imogene Heck
311 N. Oak
Nokomis, Illinois
11. Mrs. Ruth Lacey
1639 S. Seventh
Charleston, Illinois
12. Mrs. Dorothy Lanphier
1308 Marshall Ave.
Mattoon, Illinois
13. Mrs. Mary Lutz
Mulberry Grove, Illinois
14. Thursa Lyons
Toledo, Illinois
15. Mrs. Hazel Roberts
Ashmore, Illinois
16. Ida M. Schrant
Coffeen, Illinois
17. Anna Scott
R. R. 2
Paris, Illinois
18. Mrs. Edna Taylor
Box 228
Lovington, Illinois
19. Mildred Thomas
Cowden, Illinois
20. Rose Walton
Kansas, Illinois

Directors

1. Dr. Albert W. Brown
1142 Eleventh St.
Charleston, Illinois
2. Dr. William D. Miner
Lincoln Highway Road
Charleston, Illinois

Chaperone

1. Winifred Bally
829 Seventh St.
Charleston, Illinois

Driver

1. Loren Medberry

1956 Field Trippers (corrected list)

- | | |
|--|---|
| 1. Agnes Anderson
Stewardson, Illinois | 17. Sue Morrison
936 Taft Road
Hinsdale, Illinois |
| 2. Ruth Buesking
Stewardson, Illinois | 18. Mrs. Hazel Roberts
Ashmore, Illinois |
| 3. Arnold Carey
708 S. 7th Ave.
Maywood, Illinois | 19. Ida M. Schraut
Coffeen, Illinois |
| 4. Patricia Carriker
Witt, Illinois | 20. Anna Scott
R. R. 2.
Paris, Illinois |
| 5. Patricia Casey
Oakland, Illinois | 21. Mrs. Edna Taylor
Box 228
Lovington, Illinois |
| 6. Mrs. Grace M. Casteel
Oakwood, Illinois | 22. Mildred Thomas
Cowden, Illinois |
| 7. Mrs. Lola R. Chappellear
326 N. Ashland
LaGrange Park, Illinois | 23. Patricia Tucker
Raymond, Illinois |
| 8. Mrs. Francis Dickerson
Sidell, Illinois | 24. Rose Walton
Kansas, Illinois |
| 9. Florillo Gard
306 E. Jefferson
Casey, Illinois | <u>Director and Geography Instructor</u> |
| 10. Mrs. Viola K. Hallock
Ashmore, Illinois | 1. Dr. Albert W. Brown
1442 Eleventh St.
Charleston, Illinois |
| 11. Mrs. Imogene Heck
311 N. Oak
Nokomis, Illinois | <u>Social Science Instructor</u> |
| 12. Mrs. Ruth Lacey
3814 Shawnee Ave.
Flint, Michigan | 1. Dr. William D. Miner
Lincoln Highway Road
Charleston, Illinois |
| 13. Mrs. Dorothy Lanphier
1308 Marshall Ave.
Mattoon, Illinois | <u>Chaperone</u> |
| 14. Mrs. E. J. Lashmet
Toledo, Illinois | 1. Winifred Bally
829 Seventh St.
Charleston, Illinois |
| 15. Mrs. Mary Lutz
Mulberry Grove, Illinois | <u>Driver</u> |
| 16. Mrs. Thursa Lyons
Toledo, Illinois | 1. Loren Medberry
Parkhill Tours
Champaign, Illinois |

1957 Field Trippers

1. Evelyn Beckman
302 McKinley Ave.
Milford, Illinois
 2. Rebecca Blackford
856 Fourth St.
Charleston, Illinois
 3. Patricia Carriker
Witt, Illinois
 4. Patricia Casey
1156 East Lincoln
Decatur, Illinois
 5. Paul D. Easton
2817 Western Ave.
Mattoon, Illinois
 6. Norma Jean Foster
205 W. 19th St.
Champaign, Illinois
 7. Frances Killinger
R. F. D. 4
Bloomfield, Indiana
 8. Dorothy Lanphier
1308 Marshall Ave.
Mattoon, Illinois
 9. Mary Lutz
Mulberry Grove, Illinois
 10. Ica Marks
1531 Third St.
Charleston, Illinois
 11. Ronald C. Martin
105 E. Davis
Danville, Illinois
 12. Lola McClure
R. F. D. 2
Tower Hill, Illinois
 13. Catherine Gay Parkhill
114 W. Charles St.
Champaign, Illinois
 14. Addie Miller Patterson
Creek Lawn Farm
Sullivan, Illinois
 15. Pearl Powell
504 W. Harrison
Sullivan, Illinois
 16. Ruth D. Rainbolt
R. F. D. 1
Hammond, Illinois
 17. Arrah Jean Shumaker
1302 N. Walnut
Olney, Illinois
 18. Rose Walton
Kansas, Illinois
- Chaperone
1. Winifred E. Bally
E. I. S. C.
Charleston, Illinois
- Botany Instructor
1. Dr. Kenneth E. Damann
E. I. S. C.
Charleston, Illinois
- Director and Geography Instructor
1. Dr. Albert W. Brown
E. I. S. C.
Charleston, Illinois
- Drivers
1. Myrl Cezar
Parkhill Tours
Champaign, Illinois
 2. Dick Stuhl
Parkhill Tours
Champaign, Illinois

1958 Field Trippers

1. Stanley Brunn
Botany Instructor
1. Dr. Kenneth E. Damann
E. I. S. C.
Charleston, Illinois
2. Patricia Carriker
Bement
Illinois
Director and Geography Instructor
1. Dr. Albert W. Brown
E. I. S. C.
Charleston, Illinois
3. Lois Fleming
Humboldt, Illinois
4. Marcia Jahns
Saginaw
Michigan
5. Letitia Kilton
Litchfield
Illinois
6. John Leander
Sullivan
Illinois
7. Audrey Richards
Newton
Illinois
8. Dick Scott
Charleston
Illinois
9. Sue Scott (Mrs. Dick Scott)
Charleston
Illinois
10. Arrah Jean Shumaker
Olney
Illinois
11. Kenneth Winkler
Greenup
Illinois

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June 29, 1937.

July 20, 1937.

July 6, 1938.

July 12, 1938.

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- Barton, Dr. B. K., on leave from the Geography Department, Eastern
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